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ABSTRACT

A practicum was designed to assist a private college in maintaining accreditation with the state of Washington in producing certified teachers with training in the identification and reporting of child abuse and neglect. Teachers and counselors are recognized as court mandated reporters of child abuse and neglect, but prior to the implementation of this practicum, no training in this area had been provided through the department of education at the college. A new state law went into effect during the implementation of the practicum requiring that all certifying teachers prove adjudicated coursework in child abuse and neglect. An approved syllabus was developed for an undergraduate course that included a substantial component on child abuse training, and for a graduate course specifically dealing with identifying and reporting child abuse and neglect within the school context. The courses were taught to undergraduate and graduate students. Analysis of pre- and post-tests revealed that, initially, graduate students in counseling were no better prepared to identify or report child abuse and neglect than were undergraduate education students. Both groups improved in understanding and skill during the course enrollment. Both groups were taught to fulfill their roles as court mandated reporters, and the teacher trainees met the new state requirements for certification by taking either course. Appendixes include the pretest/posttest, syllabi for the two courses, and a detailed discussion of test questions directed at specific practicum objectives. (Contains 41 references.) (NB)

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ED 362 812

Preservice Training in the Identification and Reporting of Child Abuse and Neglect, for College Students in Teacher Education and School Counseling Preparation Programs

by

Elizabeth Anderson

Cluster 46

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Janet Ockerman

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This practicum report was submitted by Elizabeth Anderson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at NOVA University.

Approved:

September 8, 1993
Date of Final Approval of Report

Mary Ellen Sapp
Mary Ellen Sapp, Ph.D., Adviser

ACKNOWLEDGMENTS

Several people gave unselfishly of their time to ensure the success of the project described in this report. Dr. Sylvia Castro initially invited me to address her "Foundations of Education" class, on the issue of the court mandated reporter role. Students indicated they were not comfortable assuming this role, and the need for more intensive training at the undergraduate level became apparent. The Undergraduate Education Chairperson was open to discussing ways to improve student skills in this area, and the practicum developed from this experience. The interdisciplinary approach to solving the problem of training education students in Child Abuse, traditionally a Social Work topic, was welcomed. Dr. Peg Blue assumed Chair duties when Dr. Castro left, and she remained open to assigning me the first undergraduate education course on campus to contain substantial training in the identification and reporting of child abuse and neglect. New state requirements added to the determination of the students in the course, leaving me indebted to the foresight of many in the Office of the Superintendent of Public Instruction. Dr. Blue also approved my assignment to the graduate course for school counselor trainees, and for this, I am also grateful.

Behind the scenes, Dr. Janet Ockerman, Chair of the Division of Social Sciences was a major inspiration. My direct supervisor at this college, she was also a mentor and a friend. Her understanding of the field, and her dedication to it, were supportive and exemplary.

Orland was patient through all phases of this project.

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ABSTRACT

Preservice Training in the Identification and Reporting of Child Abuse and Neglect, for College Students in Teacher Education and School Counseling Preparation Programs. Anderson, Elizabeth A., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Preservice Training/Teacher Education/School Counselor/Child Abuse and Neglect/Identification/Reporting/Teacher Qualifications/ Teacher Responsibility/Counselor Responsibility/Court Mandated Reporter/Teacher Role/Counselor Role/Professional Training.

This practicum was designed to assist the college in maintaining accreditation with the state in training certified teachers, as well as to provide the community served, with professionals trained in this critical area. Teachers and counselors are recognized as court mandated reporters of child abuse and neglect, but prior to the implementation of this practicum, no training was provided, through the department of education at this college, in the area of identifying and reporting child abuse and neglect. A new state law came into effect during the implementation of this practicum, requiring that all certifying teachers prove adjudicated coursework in child abuse and neglect. To this date, school counselors are still not required by law to prove this training.

The author developed an approved syllabus for an undergraduate course that included a substantial component on child abuse training, and a graduate course specifically dealing with identifying and reporting child abuse and neglect within the school context. The courses were listed in the new college catalog with descriptions that satisfied state requirements. The courses were then taught to undergraduate and graduate students, who were pretested and posttested in the material. Analysis of the pretests and posttests revealed that, initially, graduate students in counseling were no better prepared to identify or report child abuse and neglect than were the undergraduate education students. Both groups improved in understanding and skill during the teaching of the courses. Both groups were taught to fulfill their roles as court mandated reporters, and the teacher trainees met the new state requirements for certification by taking either course.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

History of the College

The work setting is a multicultural private college located on a large Indian reservation, serving a place-bound population of primarily Native American, Hispanic, and Caucasian students, and offering Bachelor's and Master's degrees. The college was initially established as a Normal School offering teacher training, in another city in 1907, as a mission of the Sisters of the Holy Names, and the intent was to train minority teachers who would serve their communities in the field of education. The main focus of the mission was to assist migrant farmworkers and Native Americans in breaking the vicious circle of poverty in their own lives, and education was seen as an agent for community change.

The "Normal School" became a "college" in 1939, and the location was changed to the present site in 1982, when the original school faced closure with fewer nuns available to train the students. Two bold visionaries held to the dream and moved the site to the reservation. The first full accreditation of the college was completed in 1986, and a 1991 review granted a ten-year accreditation in all departments. A very successful national building campaign resulted in ground-breaking for a new library - the first permanent new building on campus - in summer, 1992. At the time of this writing, the shell of the new building graces a former field, and several older buildings are undergoing expansion renovations.

Although the college is now private, owned by an independent Board of Directors selected from the community, the administrators are still Sisters, and the college is still described as having a Christian philosophy, and a mission to educate the place-bound.

Departments of Concern

The Social Sciences and Education departments, the two largest departments in the college, are the focus of this practicum. The Social Sciences department grants professional certification in Child Abuse and Neglect Intervention, Juvenile Justice and Criminal Justice, Chemical Dependency Counseling, and Gerontology, as well as B.A. degrees in Sociology and Public Administration, and B.A. Interdisciplinary degrees in Social Work and other areas. The Department of Education offers courses in both Education and Psychology, and offers both Bachelor's and Masters' degrees in Education, and Bachelor's degrees (only) in Psychology. A prior Master of Arts degree in Psychology has been discontinued indefinitely.

The teacher education program is approved by the state Board of Education, and is accepted by more than twenty states for reciprocal certification recognition. Undergraduate students may elect to complete either credential or noncredential interdisciplinary programs, and receive any of the following degrees or diplomas: A.A. in Interdisciplinary studies with a concentration in Education, B.A. in

Interdisciplinary studies with a primary concentration in Education or Psychology, B.A. degree providing "4-12" teaching credentials, with majors in English and Language Arts, Science, Math, or Social Studies, and B.A. in Ed. degrees which provide "K-8" teaching credentials with the same choices of majors. Graduate students may pursue M.Ed. degrees in Adult Education, Counseling and Guidance, Educational Administration, or Professional Development. State certification accompanies many of the graduate degrees.

Demographics

The 1990 census lists nearly 190,000 residents in the county, with 23.9% Hispanics, 4.5% Native Americans, 1% Blacks, 1% Asians and Pacific Islanders, and nearly 60% Caucasians. The unemployment rate in the county has remained above above 10% steadily since 1970, and alcoholism rates, along with rates of child abuse and neglect, are a major concern on the reservation, and in the county generally. Migrant farmworkers are a consistently large subgroup.

Current student body demographics indicate that about 45% of the nearly 700 undergraduates are Caucasian, 25% are Native American, 23% are Hispanic, and 7% are Asian or Black. The typical student is a 36 year old single parent mother, returning to school to provide for her family. A full 95% of the students receive financial aid, and most are first generation students in their families to attend college.

Population of Concern

The college offers all students a chance to succeed through an open admissions policy, a tutoring center with services provided at no charge, a curriculum that provides pre-college remediation in mathematics and English, and close student advisement. Counseling services are provided without charge to assist with personal issues and needs.

The population of concern in this practicum includes Education undergraduates, and graduate students pursuing careers in counseling, whether in the school or mental health systems. Both groups may earn state certification in their respective fields, and each curriculum is largely determined by the state administrative code and state certifying bodies.

The undergraduate education students are multiculturally representative of the student body. Many state and local student loans become forgiven if the students work in the community after graduation, since the region is designated a Poverty Zone federally. Graduate students in counseling may be teachers, although this is not required; many are social workers training for promotions; and others work elsewhere in the community or private mental health arena. Since the open admissions policy applies to graduates as well as to undergraduates, any student with a bachelor's degree may apply to the graduate program. Continuation depends on maintaining a 3.0 GPA.

The graduate program is tailored to suit working professionals, with classes meeting weekends, and in the summers when teachers are available days. As a group, graduate students tend to be more affluent and slightly less culturally mixed. Many undergraduates depend not only on financial aid, and College Work Study Programs, but are sent via social services programs such as the Family Independence Program (FIP) or Vocational Rehabilitation.

Administration and Instruction

The instructors in education and psychology generally hold earned doctorates in these fields, while instructors in Human Services generally hold earned doctorates in Sociology, or M.S.W. degrees, which are considered terminal degrees in this field. However, some medical doctors, including psychiatrists, as well as instructors with doctorates in Law, Social Work, and Home Economics (family living) also teach courses. Most courses are offered by professionals who are employed full-time in the community, and who choose to work weekends in order to remain current in the field, or because of their love for teaching. Some adopt the college as a mission and teach to assist the students to later help their communities.

The most recent Chair of Undergraduate Education and Psychology, who resigned her position in February of 1992, had moved to this state from Texas in the fall of 1991, after a Columbian woman, who had held the position for two years, died in a rafting accident in the summer of 1991. The college maintains an aggressive English as a Second Language (ESL) program tied to a large grant, and an Hispanic woman is preferred to staff this position. In the fall of 1992, after the search for a replacement was deemed unsuccessful, the college appointed one of the Sisters as Acting Undergraduate Chair. It is relevant to note the high turnover rate in the position of Chair of Undergraduate Education and Psychology, and that the Chair may be invited from another state or country to accept the position. The Director of the Graduate Program in Counseling also came from another state to her position. The Chair positions may be staffed by persons unfamiliar with local mandates, and untrained in child abuse and neglect intervention. Further, most of the instructors in the Department of Education completed their training before child abuse became an issue in credentialing.

The Social Sciences department offers a full curriculum, and professional certification, in child abuse / neglect intervention. The Chair and several instructors are trained in Social Work, and in community leadership. Students often transfer from the Education or Psychology programs into Social Work after a few semesters in the college, since Social Work is high-profile, locally, and in high demand in the community served by the college. The county is under Affirmative Action corrective hiring for social workers, targeting recruitment from among the Native American and Hispanic communities, and the college is a major source of minority graduates in this state.

Writer's Work Setting and Role

Role and Responsibilities

During the planning and implementation phases of this practicum, the writer reported directly to the Chair of the Division of Social Sciences, as Program Assistant, coordinating the Human Services Program for the college. In this role, she planned and scheduled courses in the Sociology and Social Work programs, including those courses required for professional certification in Child Abuse and Neglect Intervention. Responsibilities included recommending contracts for associate faculty, recruiting students, marketing programs, serving as liaison with community professionals to ensure that program content satisfied community requirements in the workplace, and interfacing with other departments to ensure that the requirements of other departments were also met in the courses offered.

Her role also involved student advising in related program areas, and in Human Services, a highly enrolled department on campus, including up to 150 active students. Serving as liaison with these students, and advising on their programs, provided the opportunity to hear from the students, and to determine needs the program might not be meeting.

Writer's Qualifications

The writer holds several degrees, including an M.Ed. in Guidance and Counseling, with state certification in school counseling, and state registration as a Mental Health Counselor; a professional development M.Ed. (called "Master Teacher"); a B.A. (Interdisciplinary) in Social Work and Public Administration, with county certification in Child Abuse and Neglect Intervention; a B.A. in Education; and an M.B.A.(I) focusing on organizational behavior. Credentials in the Social Sciences were acquired in a mid-life transition, after many years consulting in the environmental sciences, with a B.Sc. and M.Sc. in this subject area. With this interdisciplinary training, the author has been invited to teach several courses for the Human Services and Education programs.

The author's interdisciplinary background and outlook facilitated liaison with other departments, and because the college is small, departments have been encouraged to work closely together. Team playing is encouraged at all levels, and often spawns ideas for new programs. For example, the Social Sciences Division is currently working toward bringing a program in school social work to the college in the near future.

Collaborative Training

The Human Services Department has a tradition of collaborating with social services institutions and local agencies to provide training in Child Abuse and Neglect Intervention, but has not previously provided this type of training among professional educators.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Training in the identification and reporting of cases of suspected child abuse and neglect had not been part of the required curriculum in the teacher or counselor preparation programs at the college prior to this practicum. Until August 31 of 1992, the state did not require this training for teacher certification. However, school, and other professionals, working with children in this region, will deal with many high-risk situations for abuse and neglect in area homes, and will see, whether they recognize it or not, many cases of various forms of abuse or neglect among the children.

During the planning phases of this practicum, training in this area was not required in college teacher and counselor programs. Between planning and implementation, a new (1992) state application form for state teacher certification was published, advising that "after August 31, 1992, completion of a course or coursework relating to child abuse will be required. Requirement can be satisfied by a child abuse course or coursework taken at the undergraduate or graduate level" (Office of the Superintendent of Public Instruction, Form SPI 4021 Req. Rev 11/91). This also impacted on the status of the certifying institution with respect to granting teacher certification.

Certification for teachers and counselors in this state is granted through institutions such as the college, but the certifying institutions are continuously scrutinized by state personnel. Periodic accreditation reviews have resulted in large institutions losing their right to grant certification. In a recent incident, a major regional university founded as a college of education, and with a long prestigious history of attracting education students, lost its state accreditation for certifying teachers, due to several discrepancies with new state regulations. Although the university claimed that the entire incident was a matter of semantics and description, rather than of actual training, the certification status was revoked until the university could prove these claims. This college has never had its certifying status revoked, but there have been periods during which corrective action has been required. By August 31, 1992, the college had to offer curriculum that addressed new state regulations for child abuse training, and the college catalog had to publish the requirement, with course offerings that satisfied it.

The fact that child abuse and neglect is a growing problem in this state, and particularly in the service region of the college, coupled with the fact that schools have become the most important source of referrals for these cases in this state, indicates that training for all school professionals is warranted. The college was in a position to lead in this professional area, since excellent curriculum and instruction in child abuse and neglect were already available across campus, in the Human Services Department. While it was necessary to fulfill certification requirements and satisfy all state regulations in order to retain certification status, it was also possible to bring responses to changing social conditions to the fore as an example for other institutions. During the planning of this practicum, the college faced an opportunity: in responding to new pressures, the college could choose to lead and not just to follow.

The new application form for school counselor certification still does not mention child abuse and neglect training as a requirement, but there is some feeling that a change in this direction is imminent, and that the training is essential to the job, regardless. School counselors face many sensitive decisions in their daily routine, dealing with children who may disclose or imply that abuse is present in their homes. Counselors are mandated reporters of abuse, and assume liability in this regard. It is imperative that counselors who work with children know what to report, and how it must be reported.

Recent lawsuits in this nation, such as Arnold v. Board of Education of Escambia County, 880 F.2d 305 (11th Cir. 1989), indicate that the liability of school counselors for routine decisions may be challenged more in the future. Inservice training will probably not cover everything necessary in the area of identifying and reporting child abuse and neglect. In a recent case in the immediate vicinity of the college, a social worker in the local Child and Family Services office reported that her own granddaughter seemed to have been sexually molested in her daycare. The social worker, who was a professional in the field, and to whom others like teachers and counselors reported abuse, was found in breach of state laws, which required that all reporting be completed within 48 hours of suspected abuse. This grandmother had been sent on numerous state inservice trainings, and had passed many exams in order to be ranked in the system, but she had waited a week in her own case because she understood the ramifications of a report, and because her daughter did not want any publicity or trouble. If professionals to whom reports are made are not always certain of the details in state law, professionals in other areas may not necessarily know their rights and responsibilities either, even after many years of service, and after many inservice trainings. The college could serve both the student and the region in providing superior training in this critical area.

The region served by graduates of the college is overrepresented in high-risk home environments conducive to abuse and neglect of children, and it seemed beneficial to the service area to train potential school professionals in the identification and reporting of child abuse and neglect. Somewhat fortuitously, as of August 31, 1992, the state required that all teachers be trained in the subject, and will no longer certify teachers without this training, nor accredit college programs that do not provide it. If this discrepancy had not been resolved, the college would have lost the right to certify teachers, and the majority of its students, as a result. New regulations for counselor certification have not been announced, but may be anticipated given this change for teachers.

The problem addressed in this practicum may be summarized simply. Although the college is situated in a high risk area for child abuse, education and counseling students were not being prepared for their role as child abuse reporters in the work setting.

Problem Documentation

For the fiscal year 1988-1989 in this state, Child Protective Services (CPS) reported that 20% of all referrals on child abuse and neglect came from the schools, and this was the single greatest source of referrals to CPS, ahead of friends and neighbors (at 17%), parents, guardians, and immediate family (at 10%), "other" (at 10%), law enforcement sources (at seven percent), other relatives and from within DSHS (each at six percent), physicians and hospitals (each at only four percent), or any other sources including self-reports, each below four percent of the referrals for the year. Schools are the single most important source of referrals on child abuse and neglect in this state (State FY 90-91 Child Welfare Plan). Table 1 provides these statistics in slightly greater detail.

The region served by the college is home to 9.5% of the total juvenile population in this state (State FY 90-91 Child Welfare Plan). In 1987, 14,583 pregnancies occurred among teens in this state, with 5,800 to teens seventeen or under in age (State FY 90-91 Child Welfare Plan). Between 1986 and 1987, the number of families receiving Aid to Families with Dependent Children increased by nine percent, and in the region served by the college, the percentage is much higher than expected by the apportioned population (State FY 90-91 Child Welfare Plan). The average rate of school drop-out for 1986-1987 was 6.44% in this state, although the total high school dropout rate was 26% (State FY 90-91 Child Welfare Plan).

The State FY 90-91 Child Welfare Plan reported that "In 1988, CPS investigated approximately 30,000 reports of abuse, and screened out

Table 1

Referral Sources to State Child Protective Services 1988-89

Source	Percent of Referrals
Schools	20
Neighbors / Friends	17
Parents/Guardians/Immediate Family	10
Other	10
Law Enforcement	7
Other Relatives	6
Within DSHS	6
Physicians	4
Hospitals	4
Other Social Agencies	4
Anonymous	4
Self	4
Health Agencies (non-DSHS)	2
Another State	> 1
Providers	> 1
Courts	> 1
TOTAL	100 %

Source of data: State FY 90 - 91 Child Welfare Plan, Department of Social and Health Services, Children, Youth and Families, Division of Children and Family Services 1991 another 18,000 reports prior to investigation" (p. 12). Following CPS referrals, 16% of the children reported were placed out of their homes (State FY 90-91 Child Welfare Plan). In 1988, CPS referrals included 32.0% reporting physical abuse, 33.1% reporting neglect, 28.9% reporting sexual abuse, and 4.1% reporting other abuse, showing that neglect was the most frequently cited form of abuse toward children in this state (Governor's Commission on Children, January 1989).

It is clear from available statistics that child abuse and neglect is a pressing problem in this state, and it is said that the region served by the college is disproportionately higher than state averages in this regard. The college catchment is a region of extreme poverty, with a large population of migrant farmworkers, who arrive with only what they can carry, and who usually come without other resources. Many area residents are monolingual without English in their homes, and state funded agencies have been set up to help many individuals fill out the forms that establish eligibility for social assistance. Many of these families feel trapped, and lack hope, and the use of alcohol and other drugs is a major concern in this region.

Many migrant farm families find the lowest cost housing on the reservation, and racial issues have been cited in much recent violence, even in the schools. Recently, a white teen on a high school wrestling team was violently raped by Hispanic team members, and the Arian nation took immediate advantage of the situation. Wolverton (1988) found that recent research clearly identified migrant children as a population at high risk of being maltreated, and suggested that it was imperative for migrant teachers to understand the dynamics of maltreatment, and the numerous stresses of migrant families. The manner in which teachers respond to disclosures from maltreated children may be significant for the family.

Given the high levels of poverty and transience in this region, the pull to sell illegal drugs is strong, and gang activity is on the increase. The tribal agency has been asked to explain shipments of apples to Washington D.C., containing cocaine. Several officials have been suspended and others have disappeared. Newspapers relate stories of drug busts and family violence on a daily basis, and drive-by shootings have become a common occurrence. Births of cocaine babies have reached heights of major concern, and neglect of children associated with home drug use is common. This is a violent region, and anti-drug coalitions and social service providers have not been able to keep up with the needs in the region. Conditions are overly conducive to child abuse and neglect.

By the spring of 1992, no course in the teacher or counselor training programs at this college mentioned child abuse or neglect identification and reporting training as an objective, and the catalog descriptions of 1991-1992 course offerings for the college would not have met the new requirements for teacher certification, in place as of August 31, 1992 (College Catalog, 1990-1992). The college catalog is updated annually, and the new catalog had to show satisfactory child abuse curriculum for teachers in training.

Students in the "Foundations of Education" course in the fall semester of 1991 had asked so often about training in the reporting of child abuse, that the author, representing the Human Services Program at the college, was asked to address the students in the class on this issue. A survey determined that none of the students felt prepared to handle a case of suspected child abuse or neglect at the time, and all students were requesting training in this area. The request had been presented by the students to the Chair of Undergraduate Education in the college.

Since schools are the major source of referrals to CPS, it is imperative that professionals who work with children in the schools be informed regarding identification and reporting of child abuse and neglect. Early intervention can be effective for children, and prevention programs offered by the schools, including parenting classes, assertiveness training for children, and support groups for high risk students, are on the increase. Still, classroom teachers are an important source of referrals even to school counselors, and with timely referrals to prevention and intervention programs, children stand a better chance of controlling their own lives and shaping their futures more positively.

Causative Analysis

The problem of the discrepancy between state regulations and college course offerings was new, in that the current curriculum offered courses that met all current requirements for teacher and counselor certification in the state. In the context of the changing social climate, in which training in child abuse and neglect is now becoming required for school professionals, the status quo had become a problem that required immediate attention.

The problem was caused by the response of the state certification board for teachers and counselors, to 1) the increase in the incidence of child abuse and neglect, and to 2) the public's awareness of this problem, with a growing willingness to work to reduce the incidence.

At the state level, the response also reflected a growing awareness of the costs of working with abusive and neglectful families. Statistics show that once a child is placed out of home, chances of reunification decrease with the length and number of placements. Between July 1986 and July 1988, the number of children in foster care increased approximately 33% in this state, from 4200 to 5600. Placements use tax dollars, but placement is not the only cost in these cases - support services to these families are costly, and the costs to society of a poorly functioning individual are great. Without prevention and intervention, poorly functioning children become poorly functioning adults, and the conditions that put children at risk are transmitted intergenerationally. Present and future abuse can be stopped simultaneously in effective programs.

In this context, the status quo in curriculum at the college had become a problem, since in the political climate of growing awareness and public conscience, new requirements were established, and had to be met in order for the college to retain accreditation of the certifying programs, and in order to retain certifying rights. Remaining a step behind the change would have caused many problems for the college, since the education programs are among the most-enrolled.

The problem had been complicated by both the newness of the Chair of Undergraduate Education to this state and local region, and by her resignation. The next Chairperson would step into a complex position in the midst of social change. With many pressing duties, it might have been difficult to get ahead in planning, let alone remain up to date. Since the new Chair would have to learn the rhythm and system of this private college, adapting to brand new state requirements might not have been the highest priority to a new recruit to the college, and perhaps to this state.

The problem could have been further complicated if the new chairperson was not trained in the field of child abuse/neglect intervention, or social work; was not sympathetic to the urgency of the cause in this region; was not particularly familiar with the inner workings of the Child Protective Services in general, or in this locale, in particular; or was not aware of the seriousness of the problem in this region.

Finally, the problem was exaggerated by the high incidence of drug and alcohol abuse, and family violence, in this community, with all the associated consequences, including abuse and neglect of children. The community's location on the reservation, in the midst of orchards and agriculture staffed by migrant farmworkers, made it particularly susceptible to the problems of abuse and neglect, and caseworkers in local Child Protective Services offices complain of being understaffed and overworked. Among social service providers, the magnitude of abuse and neglect is well known. Teachers must also become aware of the social problems that impact on children in their classrooms, and they must be trained in their legal roles as court mandated reporters of abuse and neglect. As of August 31, 1992, this training is a state requirement for teacher certification.

Relationship of the Problem to the Literature

The problem of training school professionals to identify and report cases of child abuse and neglect is well-documented in the literature (Broadhurst, 1984; Hart & Maxson, 1988; Kline, 1977; Wolverton, 1988; Zashin, 1990). Database searches yield hundreds of current articles in professional and popular journals. Even a preliminary literature review supported the finding of a dramatic increase in known cases of child abuse and neglect in the United States, and in this state. This emphasized the need for teachers and other school professionals to be informed about identifying and reporting cases of abuse, and noting that teachers and other caregivers may be among the abusers at times, developing skills in identifying signs of abuse is critical in the school setting.

Hundreds of current and highly relevant articles provide descriptions of problems in other areas; document solutions that have been attempted, including many that have been very successful; and describe the consequences of teachers not reporting, as well as of teachers reporting suspected cases.

A review of current research convinced Hart and Maxson (1988) that "educators and schools are doing a relatively poor job of combating child maltreatment, particularly when compared to their potential for providing assistance" (p. 14). To establish the level of training provided in the state of Indiana, they surveyed the state's 304 school corporations and found the following: Of Indiana's 304 school corporations, 35% indicated they had written policies on child maltreatment, 32% indicated having some orally communicated policies and procedures, and 33% indicated no policies or procedures in place. Only nine percent of the school corporations provided information about school policy through occasional inservice education, and less than one percent conducted this type of inservice regularly. Only three percent had a teacher manual on the subject, and it seemed that over two-thirds of the school corporations did not provide this information to staff.

Other studies have also found that many teachers are not knowledgeable about abuse and neglect, or about their roles as mandated reporters (Lero & Vandenheuvel, 1983; Volpe, 1981).

In the writer's state, a recent survey of 61 rural service providers examined agencies, services provided, problems faced in service delivery, and innovative solutions to problems, and over 80% of the service providers perceived a lack of trained counselors or resources to deal with the problem of child sexual abuse. A pattern of staff shortages, lack of resources, and increased caseloads, along with poor interagency cooperation, lack of community support, and societal denial of child sexual abuse emerged as barriers to the provision of adequate services to abused children (Ray & Murty, 1989).

The literature shows that the same problem - mounting pressure for teachers to become informed, coupled with fear and ignorance on the part of professionals regarding this subject area - exists in all states and in all types of schools. Increasing public awareness, due to widespread campaigns by child advocacy groups, causes the pressure to require that teachers be able to identify and report abused and neglected children. The problem of the school system addressing issues of family violence has been described for other regions, and many solutions have been proposed and implemented.

Child abuse affects student learning, social skills, self-concept, and child development. Kempe and Helfer (1972) report a high percentage of abuse occurring during school age for children. Since "many abused children exhibit learning and behavior problems within the school setting" (Molnar & Gliszczinski, 1983, p. 39), the role of the teacher in reporting suspected abuse and neglect is directly related to the role of teaching the child. Broadhurst (1978) studied 328 children in Los Angeles and reported that 25% of abused children and 64% of neglected children exhibited motor development delays, while language development delays were evident in 39% of abused and 72% of neglected children. In academic performance, 53% of the abused children and 82% of the neglected children were also failing or below average in performance. Since schools are becoming increasingly more sensitive to teaching the whole child, the school setting is becoming an increasingly more significant prevention and intervention medium.

Reasons given for teachers not reporting abuse when they suspect it can be remediated by accurate information dissemination. Barvolek (1981) found that 40% of 1,637 school personnel surveyed fear getting involved in the personal lives of others, 56% of those surveyed had never attended any training on child abuse or neglect, and 63% were unsure about their legal responsibilities. A study of student teachers in Wisconsin revealed that although the majority of teachers realized they had some legal responsibility to report abuse, most did not know how to initiate a report (Gliszczinski, 1982).

In a classic study of violence within American families, Gelles and Straus (1979) reported that "nearly three children in 100 have been threatened with a gun or knife by a parent at least once in their lifetimes" (p. 23) and three in 100 had been punished with a knife or gun. Three children in 100 had also been kicked, bitten, or punched by parents in the past year, and eight in 100 had been treated like this at least once to date. Over one in 100 had been beaten by a parent in the previous year, and four in 100 were beaten at least once during childhood. This data was collected through interviews with parents, and might underestimate the use of violence in families. It is worth noting that many parents who use this type of violence in normal punishment activities would prefer not to, and could be taught increased self-awareness, anger management, and coping skills. In this sense, teacher reporting may lead to happier homes, and not to the breakup of otherwise happy homes, as some teachers fear.

As recently as 20 years ago, teachers were generally not asked to report child abuse or neglect in most areas. Reporting was viewed as a social work or medical personnel responsibility, and generally included various forms of physical abuse, but little else. With the passage of the Child Abuse Prevention Act of 1974 (P.L. 93-247), all states became actively involved in establishing laws for child abuse and neglect situations. Today, laws that prohibit child abuse and neglect are in place in all 50 states, and 43 of these specifically require educators to report suspected cased of child maltreatment to their local child protection services divisions (McCaffrey, 1978). Teachers can offer support to children and their families, and schools can be very important safe environments for many children. The special relationship that can develop between teachers and students may result in the child confiding about home abuse to a favored teacher (McGrath, Cappelli, Wiseman, Khalil, & Allan, 1987). Children who have suffered abuse may need extra attention and care in the classroom, and teachers need to understand the implications of abuse and neglect in order to be able to help the children who are affected.

Most states now recognize physical abuse, sexual abuse, emotional maltreatment, and neglect in their laws. Educational neglect can also damage a child's future. Some parents encourage truancy, or ask children to stay home from school to babysit, while others simply provide no guidance or consequences for behavior or performance in school (Hart & Maxson, 1988). Schools are expected to report educational neglect to state authorities if school efforts have failed to change the situation. Approximately six to seven percent of substantiated cases of child neglect in Indiana in the 1896-87 year were categorized as educational neglect (Hart & Maxson, 1988).

Teachers and counselors have also assisted in locating missing children, some of whom are kidnapped by noncustodial parents or other relatives (National Center, 1985). Children who arrive at school without records, or having moved frequently, may be compared to books of photographs of missing children, and suspicious parent behaviors may be clues that lead a teacher or counselor to consider this possibility.

It has also become increasingly necessary for schools to implement policies that keep child abusers out of schools, and out of the school system (Fead, 1985). The ways in which schools can address the issue of teachers accused of child abuse are discussed in Fossey,

1990. Settlement agreements between schools and accused teachers have many ramifications.

Finally, it is also necessary to train teachers not to overreact, as some public hysteria may lead to unfounded reporting with backlash affects that damage the cause (Krugman, 1988). A solid education in the area of child abuse should prevent the hysterical type of reporting that may result from too little knowledge gained too emotionally. Unfounded reports of child abuse can hurt families. Teachers need to learn to confirm their suspicions before reporting incidents as abuse. An educational program must also separate cultural and personal values from true abuse of children.

Considering the magnitude of child abuse among school age children, the importance of prevention and early intervention with abusive families, the possibility of helping parents and children overcome abusive situations and adopt better-functioning systems, the effects of child abuse on child development and learning, the effects of educational neglect on children's futures, and the existence of abuse and neglect reporting laws in all states, the role of a teacher education college, in training teachers to identify and report abuse and neglect, becomes obvious. The college was in an excellent position to provide preservice training to educators - to promote rational and responsible identification and reporting of suspected abuse and neglect, and the support of children and families while, and after, legal responsibilities are discharged. The college could provide the leadership, since the expertise was available, and the time was right.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Two major goals directed the course of this practicum. First, teachers and school counselors were to be sent from the college into the workplace with an increased understanding of the nature and effects of child abuse and neglect - thus prepared to assume leadership roles in this content area within their work settings. Second, the college had to be be brought into compliance with the new state regulations regarding the training of teacher certification candidates in their roles as court mandated reporters of child abuse and neglect.

A very direct outcome of solving the identified problem for the college was to be greater understanding of the impact of child abuse and neglect on children, among graduates from our teacher and counselor preparation programs, with greater competence in the recognition and reporting of child abuse and neglect. In the longer term, the full outcome would include a reduction in the amount of child abuse and neglect within the region impacted by the graduates of the college. However, the immediate result of solving this problem would be increased competence in identifying and reporting child abuse and neglect, which involves interviewing children, dealing with the acting-out behaviors of abuse and neglect in the professional setting, and dealing with family members and issues within the limits of the professional role.

In solving the discrepancy between the current curriculum at the college and the imminent change in state requirements for teacher certification, it was expected that the college would not only retain its full accreditation with certification rights, but would lead in the development of appropriate solutions to the new requirements. It was also expected that the benefits of adapting to the new requirements would accrue to schools, teachers, classrooms, homes, and families in the communities, but especially to the children for whom the legislation exists.

Expected Outcomes

A number of outcomes were projected for this practicum.

1. Students in the teacher training and school counselor programs at the college were to understand why it is important for school professionals to know the symptoms and consequences of child abuse and neglect.

Conditions of abuse and neglect can interrupt the normal sequence of child development, and can interfere with learning. The goal of the school system is to educate children, and when environmental conditions interfere with the education of the child, the school system has some responsibility to identify and address the conditions of interference. The role and responsibility of school professionals in identifying and reporting child abuse and neglect are specified in state law. Educators assume some liability in this realm in accepting their jobs. However, the role of the educator has boundaries, and each community is served by other professionals to whom the educators report. The educator is not mandated to solve the environmental problems - just to assist with identifying them, when this is possible.

2. The students were to be able to understand abnormal behavior of children as possible symptoms of abuse and neglect, and were to learn some strategies for coping with the abused or neglected child and the aberrant behavior in these cases.

Not all abnormal behavior indicates abuse or neglect. Students would begin to learn to distinguish between behaviors of common diseases and disorders, and those of environmental trauma. Students would also become aware that the symptoms of trauma are long-lived, and that long after the trauma has passed, children may still be acting out. For instance, abused children in foster care may no longer be living in abusive situations, but the behavior may persist. Teachers and counselors need to be aware of the trauma they can cause to families with unfounded or hysterical reports. School professionals need to acquire skills in interviewing children, and family members when appropriate, without coloring the facts and without damaging the home or the cause.

3. Students were to be able to inform others, including the children they would serve, and colleagues in the workplace, about abuse and neglect, and were to be able to advocate for adequate inservice training within their work settings.

It seemed beneficial to graduate students who, as professionals, would be aware that schools and districts have funds to support appropriate inservice trainings. However, if the students, in preservice training, would become familiar with some of the community resources that might be instrumental in organizing or developing inservice training in the areas of child abuse and neglect, it seemed that more inservice training might be offered, with our graduates as leaders.

It was projected that the training provided would arm students from the college with enough information and understanding to assume leadership roles in advocating for better training in child abuse and neglect identification and reporting. The subject is complex, and even professional social workers receive extensive inservice training in this field. The training would be considered successful if the students left acknowledging that the preservice training provided was indeed minimal, and that additional training could only be beneficial for all concerned. It was intended that this attitude would be imparted through training at our college.

4. All students were to increase in their competence within the training area.

Students would begin the training with varying backgrounds in identifying and reporting child abuse and neglect. Those who began the training with some competence were to improve, just as those who began with little or no competence were to attain the required skill levels. It was expected that all students would increase their competence in the identification and reporting of child abuse and neglect, as a result of any training the college provided. It would not be enough to accept a competent student with some background in this content area, run the student through some type of training, and then take the credit for the student's knowledge and competence. It would be necessary to measurably increase student performance, even if just to graduate a happy paying customer.

If the college could not consistently improve student performance, regardless of the competence of the student prior to training, then the college would not be serving the community or the student well. It was necessary to bear in mind that child abuse and neglect is a complex subject, and that one or a few trainings would only scratch the surface. Students, and the community, were to be benefitted more if graduates could perceive their limitations in this content area, than if they left the college feeling all was known. One of the long range goals was that students who were trained at the college would be instrumental in requesting further training in their places of work. However, it lay beyond the scope of this practicum to assess this effect.

5. The college was to meet state certification requirements in offering the coursework, thus retaining teacher certifying status.

Measurement of Outcomes

In order to facilitate measurement of the outcomes, it was necessary to define the anticipated outcomes in operational terms. While many of the objectives established in meeting the new regulations could be measured in terms of student performance, meeting the objective of the college retaining certifying status, would be assessed more qualitatively, as a measure of college performance.

The new state requirement, that certifying teachers be trained in child abuse and neglect, was based on the intention that students would graduate with the expertise required of the role. The state does not supply objectives or measurement instruments to assess the performance of the college in meeting the new rules. However, if students from the college would be recognized, consistently, as deficient in the required skills, word of mouth would be damaging, and later reviews of college curriculum might not be favorable. In this sense, the college would be served best by not only meeting requirements according to the letter of the law, but by also understanding and meeting the intent of the law. It was necessary to discover what was intended when this rule was established, and to ensure that the college more than delivered its responsibility in this challenge.

In order to assess the improvement in student performance that could be attributed to the training the college would provide, it was deemed necessary to pretest the participants, and then to posttest the same participants to measure the improvement. Scores from the pretests and posttests were to be analyzed to assess the impact of the training on student competence.

Regardless of the competence of the student coming into the training, a standard had to be established for the student completing the training successfully. In other words, while the college could strive to improve the competence of each student, regardless of the incoming condition of the student in the content area, a minimum acceptable performance from a student had to be defined, in order for the college to certify the student in this required area.

Measurable outcomes that would demonstrate student competence were to include:

1. Out of ten reality-simulating cases presented to those who participate in the practicum, at least five cases will be correctly identified as either abusive/neglectful or not.
2. Students who participate in the practicum will be able to successfully describe appropriate reporting procedures in this region. This skill was to be tested in role playing situations.
3. Students will correctly identify the functions of at least seven out of ten related community service agencies that deal with abuse and neglect of children, and that could serve as resources to professionals after graduation.
4. Students will demonstrate an understanding of family systems, and of the services available to abusive families, and were to be able to view the perpetrators as human, as loved, and as "victims" in many cases. Students will learn to control their reactions to perpetrators, to ensure that every member of the system can be offered appropriate help. This skill and understanding will be tested in role playing situations.
5. Students will demonstrate an understanding of the reason the school system is considered the individual major source of referrals, and will learn not to view these court mandated duties as someone else's job, but will learn the role.

Some of the performance areas were tested orally through role play situations, while others were tested in writing. In order to satisfy college requirements, students would have to achieve these levels of competence and demonstrate their abilities in both role play and written situations.

Measurable outcomes that would demonstrate college competence were to include:

6. Pretest and posttest performances were to be considered an indication of what, if any, changes occurred in student competence during the training. A description of any changes in the level of student competence would consider these scores.
7. The college would retain certifying status by providing the new coursework in child abuse and neglect identification and reporting.

The written pretest and posttest are provided in Appendix A. Students were to be given about 30 minutes, if needed, to complete the pretest, and 60 minutes, if needed, to complete the posttest. It was assumed that students would have more to write after training. It was considered necessary for students to obtain an overall grade of at least 70% on the posttest to reach certification standards. Students who could not produce the needed score on the first attempt would be permitted to retake the posttest a second time, in the style of mastery learning. The second posttest would be completed at least one week after the first, when necessary. Failing the second test would indicate that the student had not achieved the practicum expectation, and would need additional services before receiving certification.

The nature of the oral roleplayed posttest is described in Appendix B. A scoring guide is provided. Because Child Protective Service indicated satisfaction with half of the referrals received being valid cases of abuse or neglect, students were expected to correctly identify whether the role play situations indicated the possibility of abuse or neglect in at least five of the ten role plays to meet the standard expected in this practicum. The same rules would apply to "failed" role plays. A second attempt would be permitted, but a "failed" second attempt would indicate a need for additional assistance.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Primary and Secondary Problems

The primary problem to be solved was the need to increase knowledge about child abuse and neglect, for identification and reporting purposes, among students in the teacher and school counselor training programs offered at a small but highly multicultural college.

The college is located on a 1.4 million acre Indian Reservation, with a population of approximately 29,413 within reservation boundaries, according to the 1990 Census. Approximately 13,331 Native Americans live on the reservation, according to Indian Health Services files. Native Americans account for 4.9% of the state population, but 27% of the population in the local area, commonly called "the valley" (Saluskin, 1993). The reservation is also home to a large population of migrant Hispanic farmworkers. Schools on the reservation report up to 63% Hispanic children (Torres, 1993).

The secondary problem for the college was the need to provide this training in order to remain a state certification agent after August 31, 1992. Candidates requesting teacher certification after this date were required to prove coursework in the area of identifying and reporting child abuse and neglect. Certification standards for teachers and school counselors initially contributed to the problem, since no training in this field was required prior to the planning of this practicum. To date, no similar requirements have been announced for the certification of school counselors; however, the fact that the state has just recognized the need for teachers to receive this training may be an indication that some formal requirement is not far off for counselors as well.

Local statistics proved that the major single source of referrals to Child Protective Services came from school professionals. As a moral imperative, since this region is rife with high-risk situations for producing child abuse and neglect, including a disproportionately high incidence of drug and alcohol abuse, a high percentage of migrant farmworkers in the community, and a federally acknowledged poverty problem, the college acknowledged the need to train educators in this subject for the sake of the resident children. Suddenly forced by new state regulations to provide this training, the college welcomed the proposed solution to the primary problem: training college students, who would soon be school professionals, in the identification and reporting of child abuse and neglect. The solution also permitted the college to meet new state certification requirements, both on behalf of the students, and on behalf of the college.

Solutions Strategies in the Literature

Many solutions have been described for the problem of school professionals not understanding the role of court mandated reporter of child abuse and neglect. The approaches broadly fall into two categories: preservice training for students who are studying to certify as teachers and counselors, and inservice training, for professional and/or certified teachers and counselors. Many of the solutions for preservice training apply well to inservice training. A major difference is whether the participants have to pass tests in the material, which impacts somewhat on the motivation of the participants to grasp the problem and confront their role in the system realistically. Colleges have participated in both preservice and inservice trainings.

Another classification, that divides the solutions documented in the literature, is self-directed study of the content area versus structured other-directed study. A thorough literature search did not identify any evaluations of the effectiveness of self-study programs and materials. However, several studies have evaluated different types of other-directed programs, and have generally substantiated their effectiveness in training professionals who work with children.

A third classification that broadly divides available materials into two groups is materials provided for the education of educators, versus materials provided for the education of family members, whether parents or children, in abusive families. Many materials provided for families are directed at training teachers or counselors to provide the training to family members.

Preservice and Inservice - Issues, Materials and Trainings

Teachers may be trained in child abuse issues before they become certified to teach (preservice training) or once they are teaching (inservice training). Clearly, inservice training cannot provide all the education that busy professionals need on their jobs. Preservice training in child abuse could focus on national and state laws, ethical standards for professionals, models of handling suspected and substantiated cases, handling child abuse within schools, the relationship between handicapping condition and abuse, and methods for dealing with children and families during and after reporting.

In a survey of student teachers in Wisconsin, Gliszczinski (1982) found that the majority of student teachers realized they would have a legal responsibility to report abuse, but were not confident of the circumstances under which a report would be made, and were not able to describe the procedure of reporting. Sametz (1981) surveyed 47 preservice teachers, asking them to respond to short scenarios on legal themes dealing with child abuse. A need for increasing the preservice teachers' awareness of child abuse issues and laws was established. Kline (1977) suggested the inclusion of minimum preparatory programs to cover the identification of the abused and neglected child, and appropriate procedures for requesting further investigation of the case, in teacher education programs in the midwest.

Addressing the potentially significant role that teachers can play in identifying and reporting abuse and neglect, McGrath, Cappelli, Wiseman, Khalil, and Allan (1987) developed and presented a comprehensive workshop for elementary school teachers, and evaluated its effectiveness using a randomized controlled trial. The workshop proved effective in both increasing the knowledge of the teachers, and maintaining it. Teachers who attended the training were significantly superior to teachers who did not, in providing factual answers about the need to report, consequences of reporting, and reporting methods.

After three months, trained teachers still outperformed those who had not taken the training, significantly.

Zgliczynski and Rodolfa (1980) recommended that preservice training for teachers focus on recognizing child abuse and interacting with children and parents when this issue emerges. A preservice training has been reported by Sametz (1981), and an instructor's manual for use in the human services has been prepared by Lero and De Rijke-Lollis (1980). A child abuse and neglect curriculum has been developed for schools of education by Jones and Schiele (1980) and includes a suggested course outline and bibliography. Zaccagnini (1988) has developed a comprehensive self-instructional pre and inservice child abuse and neglect training curriculum and reference manual. Volpe, Breton, and Mitton (1982) reported on an interdisciplinary training on child abuse in a large university. Teachers, social workers, nurses, and other volunteers were provided with five-day workshops that included films, lectures, roleplaying, discussion, group problem solving activities, and slides on child abuse.

Inservice trainings have been described by Hilbert and Morris (1983), Volpe, Mitton, and Breton (1980), Plummer (1984), and others. Some of the inservice materials focus on training teachers to advise children of the potential for abuse, and Plummer includes curricula outlines and lesson plans for kindergarten through twelfth grade classes, with strategies to invite and include parents in the training.

Harvey and Morris (1983) recommend increasing the contact between Child Protective Services (CPS) personnel and teachers in order to build and maintain a sense of trust and credibility between the two systems. A CPS inservice model, implemented for teachers in South Carolina, demonstrated increased teacher understanding of the problem after training.

Evaluations of both preservice and inservice training programs for teachers suggest that the programs are perceived by participants as worthwhile, and that teachers are more likely to become interested in the subject and to report suspected cases of child abuse after training. Training programs that have involved CPS personnel have been perceived as valuable bridges between the school and social services in their communities, and have fostered improved working relationships.

Ideal frequencies of training have been suggested, and annual inservice training has been offered as optimal to ensure that teachers understand their responsibilities and carry them out effectively. No regulations require inservicing in child abuse and neglect training in this region - not annually, and not at all. Many new teachers do not have access to inservice training in this area after accepting employment; still, they are immediately responsible for their roles as mandated reporters, and may be liable for failing to report cases of abuse or neglect. It seems obvious, then, that the best time to train teachers in this region is during teacher training in college, so that they can enter the workforce aware of their roles, and capable of fulfilling them to benefit the maximum number of children.

Materials for Self-directed or Other-directed Study

Manuals, primers, and training guides have been prepared in many states by a variety of trainers (Bates & Koskie, 1985; Byerly, 1985; Colorado State, 1986; Davis, 1977; Kline, 1977; Petrie, 1986; Queen &

Queen, 1980; Tower, 1984). Davis (1982) prepared a child abuse handbook for practicing professionals including teachers, ministers, doctors, social workers, and even dentists. Of particular interest in this community are manuals on prevention and intervention in abuse among migrant families, such as that prepared by Dorman and Rollo (1985), and resource guides for working with Native American children, such as that by Ramirez and Hockenberry (1980).

Films and videos have been prepared specifically to assist teachers in identifying and reporting child abuse and neglect. A dramatized case of a sick child reported by a concerned teacher to a public health nurse has been prepared by the University of Toronto, and is accompanied by a trainer's manual. A set of videocassettes developed to train child abuse workers is available through George Warren Brown University School of Social Work. The Seattle Institute for Child Advocacy has prepared three 30+ minute videos in response to teacher and trainer demand, covering subjects that help teachers identify, report and discuss child abuse. Older materials on filmstrip with audiocassettes are also available from many sources, and many 16mm films are available from the late '70s.

Materials Prepared to Provide Training for Family Members

Parent training provided by schools has been advocated by Kansas State (1978). Bourque (1983) developed a curriculum for high-risk abusive and neglectful families, focusing on self-esteem, the past, communication, change, anger, discipline, stress, child development, resources,and other relevant topics. The curriculum includes home visits and in-class homework assignments.

A curriculum that school counselors and teachers can use with children to assist in preventing child abuse has also been developed (CAPS, 1985). Project Good Touch is a primary prevention project aimed at teaching children, parents, and teachers strategies to prevent abuse.

Curriculum kits have been developed for educators. One kit by McCaffrey and Tewey (1979) includes a 10 unit curriculum, trainer's guide, overhead transparencies, film strips, and cassettes.

The Wealth of Training Resources

A review of the literature and resources in this field makes it clear that any lack of knowledge on the part of teachers or students in education programs is not a result of limited resources available for self or group instruction on this subject. Material is available in printed form, on video, on audiocassettes, on filmstrips, and on overhead transparencies. The reported lack of knowledge among teaching and counseling professionals must only be due to required curricula in preparation programs not covering this subject adequately, and to the lack of time professionals find once on the job. If the existing materials alone were adequate to instruct professionals in child abuse issues and educators' roles, then educators would have this information already.

Conclusion on The Most Effective Training Method

From the literature available, it seems that the most effective method of ensuring that professionals have the needed information on the job, and are able to apply it, is training the professionals in a structured and tested situation, encouraging them to take the material seriously, and role modeling the need to have and to understand the material from the educator's perspective.

Positive Results Others Have Had in Solutions for this Problems

Perhaps the most positive report on increasing teacher awareness of child abuse and neglect issues came from McGrath, Cappelli, Wiseman, Khalil, and Allan (1987), who developed a comprehensive workshop for elementary school teachers, and evaluated the effectiveness of the workshop by testing experimental and control groups of teachers. The authors concluded that "the workshop had a strong, pervasive effect on the teachers' knowledge about child abuse, school policies, and legislation..." (p. 128) and that "the workshop...is an effective method of significantly increasing teachers' knowledge of child maltreatment" (p. 132). Kleemeier, Webb, Hazzard, and Pohl (1988) provided a six hour workshop for elementary teachers, then tested experimental and control group teachers on child abuse issues. Trained teachers demonstrated significant increases from pre to post testing and were more pro-prevention than untrained controls. Trained teachers also continued to read about child abuse on their own time following the training.

The fact that training for teachers can be effective has been documented by others. Murdock (1970) reported that after teachers were informed of their legal responsibilities in Syracuse, New York, the school system became the "greatest single source of uncovering these problems" (p. 210). Broadhurst (1975) reported on a project in which a school-based program had significant impact on the detection and prevention of child abuse and neglect. Ten-Bansel and Berdie (1976) advocated annual training of school personnel during the first month of each school year as the best method to increase teacher understanding of the problem and their responsibilities. Volpe, Breton, and Mitton (1982) reported increasing teacher awareness through an interdisciplinary training program for school based professionals.

Most of the solutions have been implemented in other locations, and it is noteworthy that this region is highly multicultural, and that multicultural issues are sensitive in this area. Many practices viewed as abusive or neglectful in some cultures are part of daily living in some communities in this service region. Since the content area dealing with child abuse and neglect is emotionally charged, it is essential that the first exposure professionals have to the subject be culturally relevant and presented sensitively. Some of the materials that have been prepared may not be suitable for self-directed study or even for group viewing in this region, due to the issues of culture and race.

A review of the many possible solutions for training students in their court mandated roles and responsibilities as professionals was considered helpful in establishing the rationale for the solution selected to solve the problem(s) addressed in this practicum.

First, individual authors have videotaped training materials and documentaries on child abuse signs and symptoms, and on procedures to be followed when dealing with suspected victims of abuse. Zashin (1991) prepared videotapes of workshops addressing issues in child abuse and case reporting. These can be viewed by interested individuals, or they can be used to lead group instruction and discussion on the problem of child abuse. They do not address the problem of neglect as directly. In this region, the problem of neglect due to parental drug abuse, and partly due to cultural traditions that were better suited for other times and places, is at least equal to the problem of abuse, and training here must address neglect fully. Some of the prepared materials might be very useful in trainings this college could offer, but none is sufficient.

Second, a number of colleges and universities offering social work programs have prepared videotapes of child abuse training material. For example, Toronto University Instructional Media Services prepared a 25 minute film/video called An Unexplained Injury, which demonstrates the role of the Children's Aid Society in cases of child abuse and neglect. Washington University of St. Louis, Missouri, offers a 49 minute videotape training package for child abuse workers, and Tennessee University's Knoxville School of Social Work offers videotapes with 60 minutes of unrehearsed worker-client interviews with abusive Appalachian families, with courtroom proceedings of the cases shown. Seattle Institute for Child Advocacy offers three training videos, 30 to 40 minutes each, developed in response to teacher and trainer demand, giving basic facts and some theories in child abuse and neglect, as well as addressing identification and reporting. George Warren Brown University also offers videos to train child abuse workers. Again, several of these resources may be of use to the training this region needs, but nothing in this list could stand alone to train local professionals to meet the demands of this community.

Third, filmstrips with audiocassettes have also been prepared to address the training problem. Arizona State Department of Education offers a ten-minute filmstrip/audiocassette with a 136-page training manual called Child Abuse: Our Problem Too. Texas University offers a 15 minute filmstrip/audiocassette with a script, as a training program for counselors and social workers, emphasizing environmental factors that contribute to abuse. Filmstrips are not used as often in the 1990s, and the material that can be presented through this medium is limited relative to the message a well-produced video can convey. It is not as likely that filmstrips would truly turn on the audience we need to reach, and with limited time to reach the students that need to be trained, an optimal impact presentation is recommended.

Fourth, some older audiovisuals on child abuse and neglect include include 16mm film versions such as Child Abuse and the Law (1977), and Soft is the Heart of a Child (1978), (Gerald T. Rogers Productions). These are generally available on video now, but are still older films, and it would be better to use the most recent material possible, again to ensure maximum impact.

Fifth, training manuals have been prepared by several authors. Some examples include Child Abuse and Neglect Curriculum in Schools of Education (Jones and Schiele, 1980), Training Manual for CAPS Volunteers (Child Abuse Prevention Services [CAPS], 1985), and A Comprehensive Pre- and Inservice Child Abuse and Neglect Training Curriculum and Reference Manual (Zaccagnini, 1980). Manuals may be used for self-directed study, by professionals in the workplace as the need arises, or in groups. While training manuals may be useful tools in training programs, they do not catch the attention of participants as readily as other materials. Further, none have been prepared for this region specifically, and many of the details participants need must be local, and useful immediately upon completion of the training.

Sixth, other authors have reported on workshops that have proven successful in increasing the knowledge of professionals in schools. McGrath, Wiseman, Copelli, and Khalil (1987) wrote about an effective workshop in the Ottawa (Canada) area. Zashin (1990) also reported on successful workshops. Volpe, Breton, and Mitton (1982) described a program of two five-day workshops conducted in the Toronto area in Canada. This format allows for a more energetic and emotional presentation, since the presenters can read the audience, and tailor materials presented to the readiness and the willingness of the target audience. Many ideas from the workshop literature were inspiring for presentations in this region.

Seventh, a 40-hour course on crisis intervention, to be offered to junior and senior nursing students, has been described (Wilhite & Ferguson, 1979). The course included a practicum after a theoretical presentation, and concluded with a debriefing conference with instructors. Ideas from this format of presentation are also useful in designing the type of training that would suit the audience that must be reached in this practicum.

Drawing from an extensive search through the academic and popular literature, of relevance in training professionals to identify and report child abuse and neglect, several methods that might address or solve the primary problem were evaluated for use with the target audience. Since new state regulations were announced after the initial problem was identified, the implementation became oriented toward solving both problems at once. The timeliness of identifying the problem of training the students facilitated the solution to the college's imminent need to provide this training in order to retain certifying status. Solving both problems would benefit the children and families in this region, almost immediately, and would guarantee the region a better future.

Solutions that Suited the Work Setting

Solutions to the primary problem were more diverse than the strategies that would solve the secondary problem. Solving the primary problem led to a search through many potential solutions. The problem of producing certifiable teachers narrowed the range of general solutions to focus on offering college courses in the content area, whether at the undergraduate or graduate level. The courses would have to be accredited, and adjudicated in the normal manner. All of the solution strategies for the primary problem contributed to the design of an interesting and appropriate course to solve certification needs. However, once the secondary problem emerged, the solution strategy became limited. Still, within the design of a course in this content area, there was room for creativity and variety. While a general strategy was prescribed by the new state requirements, the exact solution remained a challenge.

Solving the Problem of Course Format

In this state, students certifying as teachers may complete their programs in undergraduate Education, but students certifying as school counselors train at the graduate level. Undergraduates proceed through a tight program with essentially no electives, while graduates complete a prescribed core program, but are permitted several elective courses on the way to their Master's degrees. State requirements permitted students to take a course in this subject at either the undergraduate or graduate level. Either a full course could focus on child abuse and neglect identification and reporting, or this content could be included in another relevant course, if the college published the content in the catalog.

For the undergraduates, as an interim measure, before a separate undergraduate course providing child abuse training for future educators could be included in the college catalog, which required full approval by those entrusted with certification of teachers at the college, the author considered designing and teaching a unit on child abuse reporting to be included in another course already offered and listed in the college catalog. During the college's summer semester, 1992 (June through August), before the state requirements would come into effect, students training as school professionals could be provided with the required content while taking a course in Classroom Guidance and Management, or in Education Psychology. It was possible to design the abuse unit to include 15 contact hours of training, equivalent to one semester hour of college credit, adequate to meet the new guidelines. Publishing an interim description of the course, showing child abuse reporting content, would satisfy the regulations, which had been changed so abruptly.

A graduate course in the identification and reporting of child abuse and neglect could be brought online immediately. The graduate program permits more electives, and a graduate course can be listed more rapidly than an undergraduate course, since the certification for school counselors also permits more electives. Students are always permitted to take courses that do not fit their degree programs. Realistically, few choose extra courses, since tuition is somewhat higher at a private college, and since the majority of students at this college are pressured towards employment by family needs. Graduate students still do not have to take a course in this content area, in order to certify as school counselors; however, it was assumed that many would recognize the need for this material, and would choose the course as a relevant elective. Seniors at this college are permitted to take graduate courses, with permission of the graduate director. A course at the graduate level could thus serve undergraduates as well, but it would not help to complete a student's B.A. in Education.

Noncourse Solutions

Before it became clear that the solution must be a college course offering, the author considered preparing a training manual for use in any later course, including current information on phone numbers to call in different areas, contact persons by region, preferences of various school principals, the procedure recommended by Child Protective Services, instructions from the Education Service Districts, and steps to be taken within individual schools to ensure compliance with both the laws and the local protocols. As well, the manual could have included information on identifying abuse and neglect, photographs that demonstrated what could be discussed, information on family therapy and expected chances for success, information on foster care and out of home placements, and information on the consequences of reporting abuse when it is not occurring. This type of manual would be useful to many teachers in many classes, and could also be provided to students who wanted the reference material but would not use it in a course. If the format was user friendly, and if the main issues were addressed well, it could prove a handy reference for many preservice and inservice purposes.

The greatest difficulty with this solution was initially in gaining feedback on its effectiveness. It was deemed difficult to accurately measure whether this solution worked, for whom, and how well. Since the new state regulations were announced, another drawback to this solution emerged. It would not satisfy the new state requirements for training certification candidates, and so it would not help the college solve its most immediate problem in retaining its status as a certifying institution.

The writer had also considered assembling a brochure containing the necessary information in a concise format for distribution to all education and counseling students. This solution did not address the need of the college to meet new state regulations.

Education and counseling students could have been invited to attend a Saturday presentation on Child Abuse Reporting. However, this option did not satisfy new state regulations, either, since the regulations require that formal adjudication of student performance in the content area be conducted.

The first choice of the writer, prior to the announcement of the new state requirements for teachers, was creating a three-part video to demonstrate: 1) signs and symptoms of child abuse and neglect, as seen by school professionals in the classroom or on the playground, and the probable consequences for the children if the abuse is not stopped. This would have focused on acting-out behavior, and provided suggestions for dealing with the behavior in the classroom while the home problems are addressed. 2) reporting procedures. What does the court-mandated-reporter have to do? What is the liability? What is the format for reporting? What if abuse is not occurring? What about the teacher-student relationship (or counselor) after reporting? Who does a reporter contact first? 3) consequences for the child. The foster care and out-of-home placement system could have been discussed realistically, with further consequences in the child's behavior and attention span. The likelihood of the recovery of the family, and family treatment modalities could have been presented, including treatment for perpetrators as well as for victims.

A measure of the effectiveness of the video series, in accomplishing the required training, could have involved showing the videos (approximately three one hour videos) to an existing class, and pre- and posttesting students to measure the degree to which the solution was effective. However, alone, the video series would not satisfy the new state requirements for the institution.

Another alternative was organizing a workshop of professionals, and offering the workshop to students in education and counseling, but this would not meet state certification requirements, as it could not be controlled by the college as easily, and would not be easily repeated.

Finally, it would have been very beneficial to research the local protocols, to assemble them in a brochure or manual, and to present the material in another class at summer school, as a pilot project for presentations in existing classes. This would also address college and state requirements at present, but does not lead best for future needs, and is also difficult to evaluate for effectiveness in solving the problem.

Description of the Selected Solution

The writer considered several approaches to solving the local problem, and decided that the best solution to both the primary problem identified (the need to increase awareness of child abuse and neglect, and of the court-mandated reporter role), and the secondary problem that emerged between the initial design and implementation (the new state requirements for certifying institutions) would draw on the strengths of many of the ideas gleaned from the literature search. Combining strategies that had proven successful, and considering the need of the institution to meet new regulations, it was possible to design and teach curriculum for college credit that could be offered on a regular basis after the new state requirements became effective.

Prior to the effective date, undergraduate course material could be introduced within another course currently required of students, and the new requirements could thus be satisfied for candidates who would apply for certification after the effective date. Undergraduate education courses are generally two or three semester credits, where one semester credit involves 15 contact hours, and implies 30 to 45 hours of study by students outside the classroom. A natural unit, introduced within another course, would thus consist of one semester hour of instruction, or 15 contact hours. Students could thus be pretested and posttested, and required to pass an exam testing the material. This pressure had proven effective in causing learning, and the solution could be evaluated for effectiveness more readily than many others.

A graduate course could be offered as an elective in the graduate counseling program. Electives can be offered without publishing catalog descriptions, as long as they meet general college guidelines for graduate credit. Graduate electives are generally offered for two semester credits, involving 30 contact hours in the classroom, and implying about 60 to 90 hours of student work outside class. Senior undergraduates could be permitted to take a graduate elective, so this expanded the range of immediate solutions to both problems.

Planning a new course, or a new unit for an existing course, involved preparing regionally appropriate material that could be presented in courses at this college, including names and telephone numbers of contacts in CPS and in many local social service agencies. Local professionals in CPS, social service agencies, and schools would have to be contacted in assembling panels or a list of speakers. The materials were also to provide curriculum for separate courses after the August 31 deadline, that other instructors could present. It was necessary to assemble a course that would not require a specific instructor to be successful.

Optimally, the curriculum would employ a variety of media and materials, and would facilitate variety in presentation styles. The intent was to impact so deeply on students taking the course, that they would understand the need to continue training in the content area, while appreciating the reasons for the new requirements for all teachers. For instance, the 15 contact hour unit was designed to include a panel presentation by middle school students who had been abused or neglected, and who had consequently been struggling with their studies. The student panel would focus on counseling strategies that had been used in the school system, and that had helped them concentrate on academics and improve their performance at school. It was expected that this would help teachers appreciate the role of counseling in the schools, an often underestimated and misunderstood function of great potential impact. Videotaping the panel would permit the material to be used in later courses.

The unit was also designed to include presentations by CPS workers who would help the students understand the format of reporting suspected cases of abuse and neglect, while demonstrating the need for teachers and counselors to network with community resources to access help for children and families.

Several videotapes, prepared to train school professionals to deal with disclosure and suspicion of abuse and neglect, were previewed, and selected for the classroom. Students were also to be challenged in role plays depicting several scenarios taken from real case files in this region.

Lectures and a text book would provide a curricular framework, and supplemental live and videotaped special presentations would bring the material to life for the students, who would begin their roles as court mandated reporters understanding both the role and the need. Among the materials that would be assembled to complement a selected textbook, would be recent or current published research, to familiarize students with the academic side of the subject, and practical brochures, distributed by various agencies to train or prod professionals to fulfill their roles. Students were also to become familiar with several national groups that advocate for children, such as the Child Welfare League of America, and the Children's Defense Fund. In summary, students would be exposed to the local situation, the concern nationally, the role of schools and educators, research on this subject, and advocacy groups they could join or contact.

Posttesting of students would tell how well the information was received and processed, and evaluations from the courses would be used to improve classes offered in future semesters.

The presentation and panel format of the courses would permit the college to interact with professionals from the community, and a better working relationship between the college and community should be a fringe benefit of the type of presentation selected. It was hoped that many community professionals might wish to become involved for certain topics. Since graduates from the college take positions in the community after graduation, the improved rapport with community professionals and agencies would benefit students as well as the college.

In summary, this solution required research on local protocols, design of the curriculum, selection of an appropriate text and other materials, and the contact time in instruction, as well as grading tests and evaluating the success of the project for future use at the college. It also required or facilitated interdepartmental cooperation, since the fastest solution to implementing new course material in this content area involved applying existing expertise, housed in the Human Services Department of the same college.

Justifying the Solution Strategy

The available literature supports the use of direct contact and instruction as a highly effective means of imparting the information and attitudes that lead to community change. The literature assisted in giving ideas that depart from the traditional lecture and test format for college courses. The use of panels and videos would enhance the learning experience for all participants, and students who took the course would be given an opportunity to provide feedback about their learning experience. The feedback could be used to improve future courses, just as ideas from the literature search were used to improve on traditional approaches to college courses.

The selected solution was considered appropriate for several reasons. First, students in the education and school counseling programs have been habituated to study and perform for college credit. Second, students are oriented toward state certification requirements, motivated to satisfy any requirements for employment. Finally, the instructor of the courses would be the writer, a professional well acquainted with the fields of child abuse, teacher training, and school counseling, fully experienced in the development of curriculum, highly networked with the community, and well-accepted by students. Student evaluations of teaching expertise are completed after every course is taught at this college. The instructor has been consistently evaluated as a highly effective teacher.

Report of Action Taken

Unexpected Events

Several events challenged the solution strategy even prior to implementation. First, in February, 1992, about the time the practicum problem was defined in sufficient detail to open interdepartmental negotiations, the Chair of the Undergraduate program in Education resigned. She had been fully supportive of the need to train students in this subject area.

Second, a new Chairperson was not appointed to the Department until after the completion of this implementation, and the Dean of Education retired in June, 1992. In the interim, departmental channels of authority, and necessary policy changes, were not always clearly defined. The change in lines of authority within the department made it more challenging to secure the summer assignment to teach the course that had been planned for this practicum, but once the history and intention of the course material became known, the writer was assigned both this undergraduate course, and a graduate level elective, simply entitled "Child Abuse Issues". It thus became possible to teach courses to both undergraduates in education, and to graduates in the counseling program, and to pioneer curriculum in both courses.

Third, a critical unexpected event was the introduction of new requirements for teacher certification, by the Office of the Superintendent of Public Instruction. Before the new requirements were announced, the writer had been considering producing a three-part series of videotapes on child abuse reporting. The defined problem was the need for more knowledge, among school professionals, and the solution strategy permitted either inservicing active professionals, or preservice training college students. The new state requirements challenged the original definition of the problem, by adding the secondary problem. The college now had to offer students the training, formally through coursework, to comply with the new rules.

By September, 1992, when the implementation was essentially complete, the new Acting Chair assumed her role in the newly defined Department of Education and Psychology, while the former Chair of Graduate Counseling and Psychology became, simply, the Chair of Graduate Counseling. A new Dean of Education had been hired. Fortunately, the certification officer, who had submitted a resignation earlier, had been enticed to remain on staff. Many other departmental staff members, including instructors, secretaries, and work-study students, had left.

Fortuitously, both the intradepartmental personnel problems, and the obvious solution, placed the writer in the ideal position to lead toward the needed solution. The first course offering child abuse training had to be offered at summer session, and many faculty are not normally available during summer session. Those who had previously handled the course, within which child abuse training was to be offered (Education Psychology) were not offering to teach during summer semester, and were not broadly trained in child abuse reporting, or in child abuse issues, anyway. This left the Human Services Department, represented by the writer, in the ideal position to offer the solution, in spite of several unexpected events. The solution would still be interdepartmental, would consist of the design and implementation of new curriculum, would result in new courses being offered on campus, and would satisfy new state requirements, all while producing professional educators who would be better trained to recognize and report signs of abuse and neglect among children in the schools.

In summary, three major unexpected events - the resignation of the Chair, who had been so gracious about discussing the problem to that point; the difficulty in determining lines of command relevant to the solution strategy between the proposal phase and the completion of the implementation; and the announcement from the Office of the Superintendent of Public Instruction regarding new certification requirements, which complemented the new solution strategy perfectly - challenged the writer during the implementation of this practicum.

Unexpected Events that Enhanced the Solution Strategy

The announcement of new state requirements for training in child abuse reporting led to the college offering training in both its undergraduate and graduate programs. Even listing the courses in the college catalog has an impact on area attitudes, and it presents a current view of the importance of this skill to the valley. Being able to offer a first class training in this area, immediately in response to new requirements, proved real leadership. Being able to advocate for greater interdepartmental cooperation at the college, in a time of change, rapid growth, building, and rivalry, was also part of the solution. Modeling interdepartmental cooperation for students who will graduate to work as team players, in school buildings or in mental health settings, was also part of this solution, since part of the training acknowledges that a vast network of professionals is available locally to assist with solutions to the real social problems of child abuse and neglect.

The assignment to teach both an undergraduate course containing a child abuse reporting unit, and a two semester credit graduate course specifically dealing with child abuse and neglect reporting was also better than expected. This produced interesting data, as both groups were pretested in their knowledge of the problem and procedures for dealing with it. Results of data analysis are presented in Chapter V, but briefly, neither group proved better able to identify or report child abuse, to network to community services, or to understand family dynamics, prior to the training. It was interesting that graduates were no better prepared to function as court mandated reporters, after several years in the workforce, than undergraduates, who had probably not yet assumed professional or leadership responsibilities in the schools.

The graduate students are generally professional educators who have been teaching for many years. Graduate students work toward an M.Ed., and as this course was offered as an elective, students in the course could be specializing in Counseling, Education Administration, or Mastery Teaching. Counseling students often move from teaching to school counseling after graduation. This is often perceived as a promotion, and whether the students graduate to counsel, to administer schools or districts, or to return to the classroom as better qualified teachers, the child abuse training provides better professional performance after graduation. Presumably, graduates with this training will at least advocate for inservice training in their buildings or districts, and will thus influence many more professionals in the direction of acquiring these skills.

The undergraduates are generally working toward certification as teachers, although psychology majors also study Education Psychology in their programs, and may move on to become school, or private, psychologists. The training provided in the undergraduate class should also impact many others if the students request additional training in their buildings and districts. It might be wise for the college to offer a full inservice training program for local schools, as an extension of providing training in degree programs on campus.

Enrollments in both the undergraduate (N=23) and graduate (N=27) courses were higher than expected. Not only did this increase the payment, which is affected by the enrollment, but it encouraged active and interesting discussion, and permitted wider dissemination of the information provided. Students came from all over the state for the training. Many geographic areas have since been affected by the students returning to homes or work.

In summary, at least five unexpected events made this practicum more enjoyable. The new state requirements were timely; it was great to advocate for, design, and teach the first courses for education students at both the undergraduate and graduate levels; it was gratifying (and even remunerative) to receive high enrollments in both courses; it was a pleasure to affect the mix of students, which included students, paraprofessionals, professional teachers, potential administrators, mental health professionals, psychology majors, and special educators; and it was satisfying to bridge the gap across campus and introduce the Human Services area to educators.

Plans that Proceeded on Schedule

Once the teaching schedules were assigned, courses proceeded according to schedule. No major interruptions altered the course plans, which are provided in detail in the course syllabi, included as Appendix C (undergraduate) and Appendix D (graduate). Courses began and ended according to contract, and the required hours were met with the material planned. After the courses ended, grading remained on schedule, and interdepartmental collaboration was completed as planned.

The graduate program was given a copy of all materials used and distributed in the course, and another instructor would be able to duplicate the course from the detailed course plan, given the package of materials left with the department. Appendix E provides a list of readings distributed to the graduate students in packets. Because the graduate course was at least double the content of the undergraduate course, more material was prepared for the graduate students, who were then required to use the material to function at a higher level.

The Student Panel

The student panel, consisting of middle school students who had been abused and neglected, was very effective with the undergraduates. The panel was videotaped, and produced four hours of material that has since been shown to other classes. Parent permissions were required for all students who participated in the panel. The panel was held on schedule, and the interaction between the college students and middle school students was excellent. The middle school students were able to make the important point that the abuse and neglect they had experienced was a major factor in their ability to concentrate on school work. They related how, on many days, they would not be able to focus on math or language, but would re-experience their traumas, or would be preoccupied by intense emotions and transference toward teachers and other authority figures. They related positive experiences in school counseling programs, advocated for teachers to permit students time with school counselors (a problem area in this region), and brought report cards that demonstrated significant improvements in classroom participation and grades after counseling interventions. All of this was captured on videotape, and has been used in training teachers, counselors, and administrators since. The panel was held only once, but can be shown repeatedly.

The student panel was multicultural, and included two Hispanic girls born in Mexico and raised by protective migrant farmworkers; one Black / Native American / Caucasian young man, who had been kidnapped by his Afro American / Native American father after a difficult military divorce, and had been hidden with family friends and relatives in Louisiana and Texas before his Caucasian mother retrieved him - he had already attended 19 schools by eighth grade; a Caucasian/ Native American young woman who had sexually been abused in her family, and had also been kidnapped and severely beaten by Blacks in a large city prior to moving to this region; a Caucasian young woman with mild mental retardation who had been sexually abused in her chemically dependent family system; and a Caucasian young man who had recently spent several months in a state mental health hospital for his violent rage behavior. All male panel members used prescription medications for mood and behavior management (Ritalin or antidepressants).

The middle school students had been in counseling with the writer during the year prior to the panel, and the rapport between the writer and the students was extremely helpful in reaching the college students with the strong message about emotional factors that affect school performance. Even the young woman with mild mental retardation was much more affected academically by the experience of sexual abuse, than by her disability. The panel was truly a highlight of the course, and the idea to hold the panel was influenced by the literature that described workshops and creative inservices. Videotaping the panel was inspired by other materials discovered through a literature search. This is one of the most memorable events arranged for this implementation, and it was one of the most educational and best received.

The panel was effective in the context of education psychology, since the middle school students, themselves, dramatized the futility of applying normal rewards and incentives to increase student motivation, for students who have been through so much, already, in life. The middle school students pleaded with teacher trainees to permit grade school students to speak at length with the school counselors when they are unable to concentrate on work. They spoke of teachers who would not permit them to see the counselor during their classes, and who perceived their need for counseling as other creative means to skip academic classes. They told of academic teachers who punished students who met with counselors, by heaping on make-up work. They demonstrated the need for emotional counseling to supplement academic teaching, when students have been traumatized, or are experiencing intense adjustment difficulties. They were also able to convince teachers that serial moves by any family disturb a student's progress through academic material.

The college students left with much greater empathy for the grade school students, and vowed to refer kids with difficulty concentrating, to school counselors in their own professional futures. Many of the college students said they had never heard of the type of abuse that was described, and had no idea that children could be suffering so much trauma. The fact that these kids came from the local area had even greater impact. Finally, the grade school students were also able to convince the teachers that they would not be willing to tell their stories to teachers at random, and that the school counselor had a special function in their lives. This was a prod for networking to the team of professionals available to handle the variety in special needs in schools. The context of education psychology thus seemed appropriate for this material.

Disappointments

Two disappointments that did not interrupt the schedule, but that did not add to the courses, came in the form of unsuccessful liaison with local CPS representatives, and with the Agency of the local Native American Nation. Each group was invited to send representatives to either or both classes, to present their preferred procedure for reporting suspected child abuse. Both agencies have multicultural staffs, and were asked to send representatives who could speak to cultural issues. Each of these groups agreed to send representatives, and agreed to phone back with available dates. Additional phone calls and office visits could not produce panels from the professionals. It was hoped that these presentations could also be videotaped for future use. However, they never occurred.

It would still be useful to tape agency representatives discussing how they see these issues, particularly with the multicultural richness this geographic area offers. It would have been very useful to tape questions from the college students, as were captured on the videotapes with the middle school panel. Since the college trains the majority of multicultural professionals in the state, it would also have benefitted the students representing many tribes and countries. This leaves ideas for future inclusion in courses.

Course Plans and Adaptations

The most concise summary of the courses that were presented at the college are contained in Appendices C, D, and E, the full course plans and bibliographic references for the undergraduate and graduate courses, respectively. The course plans identify an excellent textbook which was available to students for under $10.00.

The graduate course plan used an extensive bibliography of recent or classical articles on child abuse and neglect. The materials listed were provided to each graduate student, partly to supplement an underprogrammed college library, and partly to provide students with material that might be useful as they pursued their careers with children. Ritual abuse, sexual abuse, physical abuse, incest, battering, abandonment, neglect, and many other topics are covered rather thoroughly in the material cited. The graduate students commented on their enjoyment of the material provided to them in this course. It also made them aware of the variety in resources for further study in this field, and the opportunities to publish and conduct research. This seemed appropriate at graduate level.

Course plans also list videos that were shown to the classes. Many excellent training films and other multi-media resources were used, and anyone wishing to duplicate these courses should also check local resources, to be sure to include culturally relevant materials. Local television stations may be able to provide area interviews, or to suggest other sources. Local libraries may house interesting film resources, and in this area, the local Education Service District offers a district video library, with tens of thousands of titles, and with many in the child abuse and neglect field. Individual videos may be interlibrary loaned. Computerized library networks are good resources for finding and borrowing videos (we use lasercat). The videos are also available for sale, but prices might surprise those who wish to build school libraries. Many of the videos cost $500 or more individually, for half hour programs.

Further, the course plans specify course learning objectives, which may be of use to others wishing to suggest a course in this material for their institutions. Setting objectives helps to plan tests that measure student learning. Tests prepared for these courses were targeted to measure progress as specified.

The graduate students were nearly burnt out by the alternate weekend pace of graduate courses, offered on a professional model, by the time they took this elective. It came at the end of the semester for most, and marked the end of a weary two years for some. Initially the students nearly revolted when they were handed packets of readings that included over 50 current articles. To ease the stress, and to prevent mass course dropping, which seemed an imminent danger, the writer immediately planned an alternate exercise with the readings. Each student was to pick a topic that used at least four of the articles - for instance, ritual abuse - and students could work in groups or alone to present their topics to the class. Presentations were to take less than 15 minutes, and in a few hours, using student collaboration, nearly all of the articles had been summarized or presented to all the students, by their colleagues. They enjoyed this break, and it encouraged them to read at least some of the articles provided. Many said they would be interested in reading the other articles over the next few years.

Finally, it might be interesting to note that the graduate students were permitted an unusual approach in their final examination. Students reported that it was successful as both a testing and a learning experience. Since the students were being taught to network to community resources as an objective in the course, working as a team of any size on the final examination was offered as an option. The exam was not to be open book, which might have been a more realistic simulation of the work environment, but it was open mouth. Students were encouraged to see each other as resources that might have answers when individual team members were unable to produce results. Some students preferred to work individually, even with the option, but the majority of the students enjoyed the exercise, over coffee and donuts, and took up to three hours to complete finely detailed answers. They reported this being one of the most interesting exercises, permitting them to debrief over much of the material with each other. They also found the exercise to be bridge-building, considering that most of the graduate students were already community professionals, and might need each other for assistance or advancement in the years to come.

Student Feedback

In evaluating the courses, undergraduate students reported preferring a course specifically focused on child abuse, and another focused only on Education Psychology, to sandwiching the child abuse material into a pre-existing course. Combining Education Psychology with the newly required child abuse reporting training was sufficiently successful under the circumstances of an abrupt change in program requirements, but is not the longer range solution for undergraduates.

The writer agrees that the material demands its own boundaries, and that it deserves its own title and course description in the college catalog - at very least, for emphasis.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Summary of the Problem and Solution Strategy

This practicum was designed to increase the knowledge of child abuse and neglect identification and reporting, among education undergraduates, and graduate students in the counseling program, at a multicultural college located on a 1.4 million acre Indian Reservation in the northwest. Secondarily, solving this problem through designing and teaching appropriate courses at the college, allowed the college to comply with new state regulations that required this type of training of any new applicants for teacher certification after August 31, 1992.

Training undergraduate education students, and graduate students in education, whether in counseling, education administration, or other graduate streams, in the identification and reporting of suspected child abuse and neglect fills several local needs. First, the children and youth would be well served if more adults, especially those who saw them daily, had these skills. Second, professional educators are court mandated reporters, and most indicated, in preliminary interviews, that they had little or no idea what that meant. Third, it supports community intervention systems, since schools have provided the highest single pool of referrals to CPS in this area.

The solution strategy was partly defined by the impending change in state certification requirements for teachers. The more general idea of training college students in child abuse reporting was fine tuned to embody a college credit course, to be taught during the summer semester in 1992. In fact, two courses were taught - one to undergraduates, and one to graduates. Among the challenges were defining the coursework to meet state requirements, including the state required content in a catalog course at such short notice, and bringing a full course in the content area on line as soon as possible, which involved approvals from the department Chair, interim designees, and the college certification officer.

The coursework offered to undergraduate and graduate students, provided for choice in the level of detail, level of credit, and depth of coverage of the subject. Students received college credit for studying the material, and candidates for teacher certification met the newly effective requirements in time for the new school year.

Seven measurable objectives were established to permit an evaluation of the success of this practicum. Five objectives were based on student performance criteria, permitting evaluation of the success of the solution strategy in terms of increasing the students' knowledge of child abuse and neglect identification and reporting. Two other objectives permitted the college to measure its own performance, in terms of increasing the knowledge and skills of all students who took the courses, and in terms of meeting state requirements.

Results Related to Identifying and Reporting Abuse/Neglect

The first objective involved roleplays that required students to identify whether a child's behavior warranted reporting the possibility of abuse or neglect. The objective was that:

1. Out of ten reality-simulating cases presented to those who participated in the practicum, at least five cases will be correctly identified as either abusive or not.

Prior to training, the average scores out of ten were four for undergraduates, and five for graduate students. After the training, in both the undergraduate and graduate courses, all students scored ten out of ten, and no student failed to meet the preselected criterion.

For the first objective, students were asked to correctly identify at least five, out of ten, reality-simulating cases demonstrated by actors on videotape. Appendix B provides a description of the roleplays, and a discussion of the issues these raised. All of the students correctly answered all ten roleplays. Five out of ten was established as a criterion of competence, because CPS professionals reported that they would be content if half of the referrals received by the CPS office were worth the trouble and expense of an investigation. Professional educators who are competent in identifying and reporting signs and symptoms of abuse/neglect, as well as non-signs (differential diagnosis), benefit the entire community.

The second objective roleplayed making the formal report to CPS:

2. Students who participate in the practicum will be able to successfully describe appropriate reporting procedures in this region. This skill was to be tested in role playing situations.

The second objective required students to demonstrate, in roleplays, the ability to report abuse or neglect to CPS. The criterion was that each student would successfully demonstrate this ability. Prior to training, fewer than one-third of either the undergraduate of graduate students were able to demonstrate a successful report, but after training, all students met the criterion.

This exercise had been designed to complement the CPS panel discussion, with CPS personnel conducting the testing after the panel presentation. Unfortunately, the CPS panel did not materialize, and CPS personnel, who had agreed to the plan, later apologized, citing the difficulty of scheduling around summer vacations.

The testing involved students working in dyads, roleplaying the call, and then reversing roles, in front of the class. Classmates were asked to decide whether the "call" met the criteria for reporting. Every student demonstrated the ability to call CPS, and all students reported feeling much more comfortable with the court mandated reported role after "making" the successful call. Students were then given phone numbers for various CPS offices in the region served by the college.

Results Related to Identifying Community Service Agencies

Ten community service agencies, that might be used by professionals in networking students with neglect or abuse issues, were listed on the test. Students were asked to identify the functions of the agencies listed, and to demonstrate an understanding of ways in which professional educators, or school counselors, might use the agencies to help students or clients. All three community mental health agencies, an alternative school, two placement agencies for foster children - one exclusively for Native American children, CPS, two agencies dealing with adolescent pregnancy, and a residential treatment center and school were listed, as shown in Appendix A. The criterion for passing the test was correctly identifying the functions and populations served, for at least seven out of the ten agencies on the list. The objective read:

3. Students will correctly identify the functions of at least seven out of ten related community service agencies that deal with abuse and neglect of children, and that could serve as resources to professionals after graduation.

Prior to training, graduate students generally outscored undergraduates in the identification of each agency listed. However, fewer than half the students in either course could identify any of the agencies, and many of the agencies could only be identified by two or three students in either course. While the answers that were offered tended to be brief and lack detail on the pretests, many students could not describe any of the agencies listed. Most students left seven or eight blanks before training, but demonstrated an understanding of the agencies, after training, that would facilitate networking and benefit students with needs for these services. After training, all students in both courses met the criterion. Many students reported that they had become interested in community service agencies, and the concept of networking, through the training provided, and many indicated they would continue to find out about agencies that might be used in networking, even after the course ended.

Networking was emphasized for the students because the community offers excellent resources, many funded by the county or state, and no professional educator is asked to solve the problems of abuse or neglect. The court mandated reporter role ends when the report is made. It is comforting to teachers, who will be reporting, to know that many other agencies will provide the services that assist in the healing process, if abuse or neglect are discovered. In addition, school counselors often network students to these agencies.

Results Related to Understanding Family Systems and Services

The fourth objective read:

4. Students will demonstrate an understanding of family systems, and of the services available to abusive families, and were to be able to view the perpetrators as human, as loved, and as "victims" in many cases. Students will learn to control their reactions to perpetrators, to ensure that every member of the system can be offered appropriate help. This skill and understanding will be tested in role playing situations.

Two test questions dealt with this set of concepts. One asked "What do we mean by family system?", and another asked the student to "Write short notes on perpetrator." Students also worked in groups to demonstrate their skills, after training in this area.

Roleplays that demonstrated discovering acts of perpetration against children, after the concepts were discussed, showed that every student had acquired both the attitudes and the skills intended for this objective. Prior to training, no undergraduates, and only one graduate student performed successfully in the roleplays. After training, each student replayed the assigned roles until the appropriate skills were demonstrated, thus satisfying this criterion.

In the training, all students were given clear goals: they were to treat the perpetrator with the respect due a fellow human being, to express that this is a serious problem, but that help may be available, to demonstrate protection of the child in question, and to discuss, with the perpetrator, reporting the abuse to CPS. Roleplays take time, and the two-credit setting was considered superior to the one-credit course, in allowing students time to practice these skills.

Since perpetration often happens within vulnerable family systems, whether by a babysitter, neighbor, relative, family member, or even a school professional, understanding the family system was considered a prerequisite to understanding perpetrators. For this reason, two test questions also dealt with this issue. Prior to training, six undergraduates, and one graduate, left the question that asked about family systems, blank. The range of scores on the pretest, in both classes, was zero to three out of five points. After training, no student left a blank for this question, and in both classes, the range of scores rose to four to five out of the possible five. Answers to the test questions are discussed further in Appendix G, and Appendix F provides answers from one outstanding student in each course.

When students were asked to write short notes on "perpetrator", six undergraduates, but no graduates, left blanks on the pretest. The highest pretest scores in either class were three out of five points. The fact that women and children can also be perpetrators was explained in training, to clarify some of the misperceptions demonstrated in pretesting. Posttest answers demonstrated a more comprehensive view of this concept, and posttest scores ranged from three to five for undergraduates, and four to five for graduates. After training, this question was satisfactorily answered by each student, and the criterion was met. Appendix G provides more detail on this question.

Results Related to Understanding the Court-Mandated Reporter Role

The fifth measurable objective stated that:

5. Students will demonstrate an understanding of the reason the school system is considered the individual major source of referrals, and will learn not to view these court mandated duties as someone else's job, but will learn the role.

Since schools were identified as the single greatest source of referrals to CPS, school personnel are significant nodes in the network. The writer believed that after this training, students would become interested in fulfilling the role professionally.

Several question on the test addressed this objective. Table 2 summarizes the impact of training on student grades for these questions. All students demonstrated sufficient understanding of the role after training, and all demonstrated the skills satisfactorily. This objective was met by all students in both course. Additional discussion of these questions is provided in Appendix G.

Results Related to Changes in Student Competence

A sixth objective addressed the college's responsibility to produce gains in student competence and skills, for all students who attended the courses. Students meeting state requirements would not be sufficient proof of the college meeting its responsibility toward the students, if the students had not gained insight or skills during the training they were provided. The objective read:

Table 2

Summary of Student Performance on Questions Related to Court-Mandated Reporter Role

	Student Performance		
Question / Points	Pretest	Posttest	Comments
2. Why should teachers refer suspected cases of child abuse... / 5 points			
number of undergrads	17	17	
modal scores, u'grads	2 - 3	4 - 5	criteria met
number of grads	23	23	
modal scores, grads	3	5	criteria met
3. What happens if you report... and there was no abuse... / 5 points			
number of blanks, u'grads	6	0	
range of scores, u'grads	0 - 3	4 - 5	criteria met
number of blanks, grads	3	0	
range of scores, grads	0 - 4	4 - 5	criteria met
8. Can a teacher be sued for reporting...? /5			
range of scores, u'grads	0 - 3	4 - 5	criteria met
range of scores, grads	0 - 4	4 - 5	criteria met
9. Can a teacher be sued for not reporting...? /5			
range of scores, u'grads	0 - 3	4 - 5	criteria met
range of scores, grads	0 - 4	4 - 5	criteria met

6. Pretest and posttest performances were to be considered an indication of what, if any, changes occurred in student competence during the training. A description of any changes in the level of student competence would consider these scores.

Pretesting and posttesting students was considered an objective way to assess whether students improved with the training. Students pretested during the first class session, and similar questions and issues were discussed throughout the course. While the posttest was the same test, students did not know this ahead of time, and had handed in the pretests.

Several interesting comparisons were facilitated by comparing the students' test scores, before and after training, and it was also possible to compare pretests by undergraduates and graduates, and to compare posttests between the two groups. On pretests, the average undergraduate score was 53.6%, and the average graduate score was 61%. On the posttests, undergraduates averaged 95%, and graduates averaged 96.9%. In both the undergraduate and graduate courses, all students demonstrated great improvements in understanding the concepts and skills required to perform as effective court mandated reporters of neglect and abuse. All students increased their performances greatly.

It was interesting to note that the performance of the graduate students on the pretest, before training, was not much better than the performance of the undergraduates. Posttests also indicated little difference in performance between the two groups after training.

In both groups, the variation in scores was much greater before training than after. Pretest standard deviations were 12.9 for undergraduates, and 6.8 for graduates, while posttest standard deviations were 7.5 and 3.3 respectively. Apparently, graduate students began the course with less variability, as a group, but both groups achieved greater homogeneity in performance through the training. After training, undergraduates still performed with more variability than graduates, probably reflecting the influence of more professional experience, and consequently, more positive transfer of the concepts for the graduates. This is an interesting point for professionals. Training proved effective in reducing the variability among professionals, and in a field where vastly different styles can disrupt teamwork and lead to difficulties in accomplishing goals, this is an important finding.

In summary, students in both classes increased in both knowledge and skills in child abuse and neglect identification and reporting. Graduate students were not better prepared to perform as court mandated reporters than undergraduates, in spite of the greater responsibility or experience of the graduates. This suggests that the graduate students need the training as much as the undergraduates. Since regulations now require certifying teachers (undergraduates), but not counselors (graduates) to prove this training, the state may wish to reconsider the need for graduates to train in this subject, perhaps requiring it in graduate programs in this field. In addition, the 15 hour training seems effective in raising student performance to acceptable levels. While the average performance of graduates, who took 30 hours of training, was slightly greater than the average of undergraduates, who took 15 hours, both groups met all the criteria after training.

Results Related to College Certification Status

The final objective also measured college performance:

7. The college would retain certifying status by providing the new coursework in child abuse and neglect identification and reporting.

This objective measured success in solving the secondary problem of meeting new state certification requirements, which became effective August 31, 1992, but impacted on all students in the undergraduate program at the time of the practicum. All undergraduate students taking courses during this period would be applying for certification after the effective date, and would need the child abuse training.

The college has been advised that the training meets the state requirements, and has been congratulated on its timely implementation of coursework in this subject area. This objective has been met.

The state has recently defined the training requirements in greater detail, and now specifies that a minimum of ten contact hours of training be provided as adjudicated coursework. Since the state had not defined the requirement in terms of hours prior to this practicum, one semester hour of training, involving 15 contact hours of instruction, was selected as a logical minimum when this practicum was designed. Both courses provided more than the ten hours now specified, and the students are able to meet certification standards. Several teaching certificates have been awarded to students who took the courses during this practicum, but after the effective date. Since the state accepts the training, this practicum solved the secondary problem for the college.

Discussion

Requiring college students, in education and counseling, to study child abuse and neglect, and its identification and reporting, is an effective means of ensuring that professionals, working with children in every community, are able to spot symptoms and to network to appropriate community agencies for help. The fact that 20% of all referrals to CPS come from the schools in this region is a powerful testimony to the need for school professionals to have this training. Student pre- and posttest scores demonstrated how effective teaching, with grading and other evaluation, can be in transmitting the necessary information, and in imparting appropriate attitudes for the work.

Exemplary answers to the test are included in Appendix F, compiled from posttests submitted by one undergraduate, and one graduate student. A more detailed discussion of specific test questions, related to the objectives established for this practicum, is provided in Appendix G. Questions that were directed specifically at meeting course objectives are analyzed in detail, and pre and posttest answers are provided to demonstrate both the types of answers targeted in the training given in this practicum, and the changes in the level of understanding expressed in the answers, from pretests to posttests.

Appendix G discusses the ways in which students responded to specific goals announced in grading their answers. Awarding students one point for every idea they offered in answers was a good way to challenge them to think of each problem as more complex, and to appreciate the implications as well as the few pat answers they have acquired through working or studying to this point. The fact that posttest answers were much more thorough, and showed greater understanding of the intricacies of family, home, the school as an environment, and the role of court mandated reporter, seemed to imply that grading students is an effective way to cause them to consider detail, rather than just an overall theme.

An important finding, in this implementation, was that graduate students in counseling, in this case, those who had essentially finished their graduate programs, were no better prepared to function as court mandated reporters than undergraduate education students, who had little experience in schools. A comparison of individual and group pretests and posttests indicated little difference in performance between the graduate and undergraduate students on either the pretests or posttests. In other words, both groups needed the training, and both benefitted tremendously. In the longer run, the benefit to the communities served by these professionals should be great. All of the graduates, and the undergraduates, performed with increased competence on their posttests than on their pretests. This indicates that teaching the courses was an effective way to impart the information and attitudes required of court mandated reporters.

All projected outcomes were met during the teaching of both courses. Students acquired skills in the targeted areas, and they acquired knowledge appropriate for the task. The fact that all the students who completed the courses improved greatly in their understanding of the role, and of the subject material, seems to imply that required coursework is appropriate. No student needed to retake the posttest or roleplays.

The fact that the students were graded and evaluated motivated them to perform, and with the objectives of each exercise clearly presented to the students, they also were able to grasp the importance of the topic, and the need for them to take the training seriously. All students took the training seriously, whether the coursework was required for their certification or not, implying that receiving the credits and grades was just as motivating as taking a required course. In fact, taking a required course seemed sufficiently motivating to get students involved in the subject material. The requirement could have backfired, and resulted in angry or resentful students. Instead, students who took the courses learned and enjoyed the material.

Among the unanticipated outcomes were the excellence of the videotape of the middle school students, explaining how abuse and neglect has impacted each of their lives academically, and the positive impact that including the middle school students had on the education undergraduates. The undergraduates continue to speak about the middle school student panel, and this experience gave them a firm reason to respect the dignity of each student, and to wonder if more could be done to help the at-risk child. The videotape has been shown in several classes since, and with some editing, could become a training tool, distributed in other areas, as well.

Another positive unanticipated outcome was increased collaboration between the Education and Social Work programs on campus. These are the two most enrolled departments on campus, but they have experienced little cooperation prior to the teaching of these courses.

There is a feeling that a mutual respect has grown, and that collaboration is only beginning, now that the departments realize that they both serve children and families, have complementary roles in society, and actually have much in common.

Since the graduate course was offered as an elective to graduate students, the high enrollment, and high motivation of students in this material was unanticipated, and positive. It was also a surprise that graduate students were so unprepared to assume their roles as court mandated reporters, and that they could be trained so well with only an elective course. Students in the graduate course were counselors, administrators, master teachers, and mental health professionals. It is tempting to require the course in their programs, after reviewing their pretests, and acknowledging the responsibility they have in their professional lives.

A negative unanticipated outcome was the difficulty encountered in inviting panels of professionals from CPS, and from the local Native American agencies, to present on their procedures and requirements. Since the agencies had several months notice, this was not a cause of their inability to keep the appointed times. It must be that the agencies are overworked and understaffed, a common claim, and the material might be collected better by touring the CPS and agency facilities, interviewing professionals, while videotaping. The videotape could be shown in the classroom setting, and the information these professionals could share would be helpful to the students taking these courses. Since the CPS and other personnel could not even make one of two appointed times, it is unlikely that they could appear in person to address every class. The videotape would fill in for the professionals, and would have regional content.

In summary, all objectives specified prior to implementing this training were met, and several positive unanticipated events enriched the courses. All students demonstrated increased knowledge and skills after training, and all acknowledged that this training made them aware of the need to continue training in this material, through their professional lives. In fact, all students vowed to press for inservice in this critical subject area, and it will be interesting to see, at some later date, how many have successfully advocated for regular inservicing in child abuse and neglect identification and reporting. It may even be gratifying if the students contact the college at a later date, to request trainers for inservices.

Recommendations

Based on the observation that graduate students in counseling were no better prepared to function as court mandated reporters than their counterparts in undergraduate education, the author strongly recommends that:

1. This coursework be required of all school professionals. Administrators, teachers, counselors, school nurses, school social workers, and others who work in the schools need to be competent in their court mandated roles.

If a student could prove coursework at a minimum level in their prior programs, he or she might not be required to take additional coursework, but students with no training in this field should certainly be required to study their role, in course format, with grading and evaluation, before assuming professional responsibilities. Since the prospective administrators were no better prepared, before training, than undergraduate education students, it could be argued that without this training, administrators would not be able to lead their staff in competent decisions, regarding reporting to CPS. Since counselors may not have had training in this area, the same argument applies, and now that teachers will be required to train in this material, it makes sense to ensure that they are supported from above in the school hierarchy, by requiring training of administrators, and peripherally, by counselors.

Secondly, the two-credit hour training produced greater confidence in the material than the one-credit hour training. Students with the double training demonstrated a higher level of skill in their roleplays, and greater enthusiasm to serve in reporter role. Students with the one-credit hour training left more concerned about filling the role which is legally mandated. For this reason, the writer recommends that:

2. The two-credit hours training be recommended to students, since legal liability follows with the profession.

Students in both groups achieved very high scores when they posttested, and no student in either group had to retake the posttest to achieve a mastery score. All students met the criteria for performance in knowledge and skills. However, there was a noticeable qualitative difference in the attitudes, confidence, and even in the answers of the graduates, attributed largely to the fact that they experienced double the contact hours of the undergraduates in this material.

It could be argued that if students received only one-credit hour of training, they could be inserviced regularly to continue to acquire the necessary competence and confidence to make good referrals to CPS, and to help children in the schools. Unfortunately, no inservicing is required in this subject area at the present time, and it is not within the jurisdiction of the college to require schools to offer inservices.

Third, since many professionals have no understanding of the impacts of abuse on children academically, the writer recommends that:

3. The use of a grade school student panel, or of a videotape of a panel of middle school students, be used in training.

Some feel that academics occur apart from emotional or home-life issues. The panel of middle school students was highly effective in reinforcing the need for some students to receive school counseling in order to succeed academically, to teachers.

Fourth, especially for small colleges:

4. Interdepartmental cooperation is highly recommended.

Quite often, the resources are on or near campus, but are unrecognized. Small colleges should consider the many ways in which their departments can cooperate to offer better programs for students. Interdepartmental brainstorming may be used to solve many instructional difficulties on a small campus.

Colleges could consider offering the type of expertise this solution used, to the community. It is recommended that:

5. This college "package" some inservicing for schools, promoting one day professional trainings in child abuse and neglect material.

Since staff from CPS and Native American agencies may find it difficult to present to college classes on a college schedule, it is recommended that:

6. Interviews with CPS and Native American agency personnel be videotaped, for use in classroom training on identifying and reporting child abuse and neglect.

The videotaping equipment could be taken to the agencies for interviews. Interviews with CPS personnel would be a valuable addition in this training. They could explain their preferred procedures for calling in referrals. Since this might vary by region, each college offering this training might want its own videotape.

It would still be helpful for educators to understand what happens in the life of a child after a valid CPS report is made. The writer recommends that:

7. A series of videotapes, demonstrating the changes that begin in the life of a child who is removed from his or her home after proven abuse or neglect, be produced. The videotapes could demonstrate the child being taken into custody, the emergency foster shelters available to the system, the selection of appropriate foster care, the involvement of the caseworkers, and the attempts to rehabilitate and reunite the family. In this region, the series would show how the Indian Child Welfare Act impacts on this process.

This set of videotapes could be used in advanced training, or to help teachers with foster children in their classrooms understand the specific needs of children placed out of home. Children placed outside their normal cultural boundaries may suffer additional difficulties, and some of these may involve the school setting. Children living in temporary homes, not of their choosing, and involved with caseworkers and the court system, deserve some additional consideration in their academic settings. A set of training tapes might help teachers and counselors, who often become significant others for these children, to develop the empathy required in these situations.

Dissemination

A copy of this report has been provided to the Chairs of the Undergraduate Education and Social Work Departments on this campus. The Dean of Education also has a report, and a report will be sent to the state certification officials, with a strong recommendation to require the training in the programs of both administrators and counselors for schools.

The writer will remain an advocate for this type of training, and will be promoting inservice programs for teachers and schools in this area. In her professional role, the writer will advocate for this training in the core courses of all programs that train school or community mental health professionals.

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APPENDIX A

PRETEST AND POSTTEST
TO DETERMINE
EFFECTIVENESS
OF INSTRUCTION

PRETEST ON CHILD ABUSE AND NEGLECT IDENTIFICATION / REPORTING

SUMMER, 1992

This test is being administered to you before your training in the area of child abuse and neglect identification and reporting. Please do the best you can, but do not worry if you cannot answer many of the questions. This in no way affects your grade in this class. This does help me evaluate the success of this curriculum, and of my teaching. Thank you for being brave enough to be honest.

1. Answer the following 20 questions with true or false:

T F 1. Incestuous fathers and stepfathers do not usually abuse children outside their own homes.

T F 2. Incestuous offenders who abuse children usually show less arousal to adults than normal sexually active adults.

T F 3. Almost all states have a specific law that makes the failure to report suspected child abuse and neglect a crime.

T F 4. A criminal prosecution is possible when a mandated reporter fails to report observations of the parents' abusive or neglectful behavior.

T F 5. Physicians are the only professionals trained enough to diagnose and report physical and sexual abuse of children.

T F 6. All states grant immunity from civil and criminal liability to persons who report.

T F 7. Current laws encourage the overreporting of questionable situations.

T F 8. A report should be made if a parent did something that was capable of causing serious injury, even if it did not.

T F 9. Reasonable corporal punishment should not be reported.

T F 10. Hitting a child on the head at any age is dangerous, and should be reported.

T F 11. Children who have been seriously injured are in clear danger of further maltreatment, as are their siblings.

T F 12. A legal mandate to report overrides any other law regarding confidentiality and privileged communication.

T F 13. Your legal obligation toward abused children ends when you make a report.

T F 14. Extremely retarded parents should be reported.

T F 15. Parents who suffer from a severe mental illness are simply incapable of providing adequate care for their children.

T F 16. Unexplained and chronic absences from school that suggest educational neglect should be reported.

T F 17. Severe dirt and disorder in a home that suggests the general neglect of the child should be reported.

T F 18. More children die from physical neglect than from abuse.

T F 19. Teachers should use anatomically explicit dolls to gain information about sexual abuse of small children.

T F 20. Threatened harm must be reported.

____
/ 20 points

2. Why should teachers refer suspected cases of child abuse or neglect? Why mind someone's business? 5 points

3. What happens if you report suspected abuse and there was no abuse - just an accident, or maybe the child lied? 5 points

4. What is the difference between abuse and neglect? 5 points

5. Briefly identify the functions of the following local agencies:

1) Catholic Family Services

2) Comprehensive Mental Health

3) ... Valley Farmworkers Medical Mental Health

4) APPP

5) Birthright

6) Children's Home Society

7) CPS

8) Carondalet

9) The Place

10) Nak-Nu-We-Sha

________ / 15 points

6. What do we mean by family system? 5 points

7. List and briefly describe 3 major categories of abuse.
5 points

8. Can a teacher be sued for reporting abuse or neglect? If there was no abuse or neglect? How about if there was? 5 points

9. Can a teacher be sued for not reporting abuse or neglect? Explain? 5 points

10. Jody is living in a foster home. Why should you care?
5 points

11. How often must schools hold inservice trainings on the identification and reporting of child abuse and neglect?
5 points

12. Do you need to be trained in child abuse and neglect reporting to be certified as a teacher in this state? Explain? 5 points

13. Write short notes on "perpetrator". 5 points

14. The following 3 questions are to be answered with short notes:

1) A little girl stays after class crying. She does not want to go home. You are her spelling teacher. What's wrong at home?

2) You have sent Ira to the restroom on several occasions, but he won't go in. He has wet his pants many times, and you also suspect he fills them. Since he is 10, you are concerned if this is a health issue. You teach arithmetic. List 3 possible problems.

3) Mary sits too quietly in your class. She is not dressed nicely, and often has body odor. Other kids say she stinks and won't sit by her. She plays alone at recess, and does not bring lunch, even though she is not on the lunch program. What do you do?

______ / 10 points

APPENDIX B

ORAL ROLEPLAYED POSTTEST - BRIEF DESCRIPTION

ORAL ROLEPLAYED POSTTEST

Students will be presented with 10 reality simulating scenarios on videotape. Students will be asked if they feel the roleplays indicate abuse or neglect, or not. They will be asked to justify their answers, and at least five cases must be called accurately. The following scenarios will be videotaped in roleplay:

1. A mother in a grocery store spanking a child who has unscrewed several pickle jars.
2. A father shaking a young child while yelling.
3. A father rubbing his daughter's back while she is on his knee.
4. An uncle taking children out for ice cream.
5. A home visit during which a teacher notices the garbage can overflowing, dirt "everywhere", and piles of clothing all around.
6. A child is absent again - this happens frequently and is not explained.
7. A five year old is left at home without adults and makes dinner for younger siblings.
8. A twelve year old child is left at home with younger siblings and makes dinner.
9. A twelve year old girl is acting seductive around her step-Dad and he makes swats her rear playfully, saying "OK Cleopatra!".
10. A mother is yelling at her children and calling them all sorts of names.

Discussion of the Reality-Simulating Cases.

A brief description of the videotaped roleplays, presented by "actors", that were presented to students has been provided. The same scenes were shown to both the graduates and undergraduates. All of the students correctly answered all ten roleplays, even though the roleplays were not considered trivial. The first measurable outcome was achieved and exceeded.

Five out of ten roleplays was established as a criterion of competence, because CPS professionals reported that they would be content with referrals if one out of every two resulted in a case worth watching. It was assumed that if students began their roles with 50% accuracy, then they should improve with inservice training, and the load for CPS investigations should decrease as education professionals gain more competence in identifying signs and symptoms, as well as non-signs, or differential diagnosis.

The first roleplay involved a mother in a grocery store, spanking a child who had unscrewed several pickle jars. This case was borrowed from "real life", and a conference with CPS workers established that this might be seen as a reasonable use of corporal punishment, and might not be investigated much further. The fact that the scene showed spanking, and not beating, was primary. The law does recognize the use of "reasonable" corporal punishment, without defining this. Although some professionals feel very strongly about spanking of children, it is not illegal, and does not constitute abuse. Boundaries between a spanking and beating become blurred, but are generally crossed when bruises remain over 24 hours.

The second scenario demonstrated a father shaking a young child while yelling (not using a real child). All students recognized shaking young children as abusive, since severe damage and death can result from shaking. The fact that the father was yelling was considered significant, but the shaking action alone was primary. CPS Workers would be glad to receive any report of the shaking of small children.

The third scenario was a father rubbing his daughter's back while she sits on his knee. The daughter was five, and the students agreed this alone indicated no abuse. Some students offered their own customs for discussion. One Native American family felt that a sixteen year old daughter on a father's knee in this scene would not have indicated any abuse. Others found this more controversial. However, the scene as given did not demand reporting, and all agreed.

A fourth scenario showed an uncle taking children out for ice cream. While ice cream seems to be a reward often used along with sexual abuse of children, taking children out for ice cream alone is no indication of anything to report to CPS. All students agreed. Most wished more uncles would take children out for treats like this.

Fifth, a visit to a home in which the garbage can overflowed, dirt was "everywhere", and clothing lay in piles on the floor, couches, and tables, would have been reported by all students. The students learned to recognize dirty chaos in a home as a likely symptom of severe depression. CPS workers say that if cigarette butts are found on a floor with toddlers crawling around, that would establish an abuse case, alone, since ingestion of butts can be fatal to very small children.

A sixth scenario showed a child absent "again" - a frequent and unexplained occurrence. All students had learned to label frequent unexplained absences from school "educational neglect", and in our region, this is worth reporting. Most school districts have a truant officer to take care of this offense. After establishing educational neglect, parents who do not make their minor children attend school may be fined $25 a day in this service area.

A five year old left at home to make dinner for younger siblings was considered by all to be reportable. CPS workers would definitely want this type of case reported, although to some Native American families in this area, age five is borderline for babysitting younger siblings. Some would argue it depends on the maturity of the five year old, but CPS requests reports on this type of case, and all students agreed to comply. Students were asked to define age limits for babysitting. Many students considered seven year olds proper babysitters, but by about twelve, most agreed that babysitting was appropriate. Some raised other concerns, but most agreed that twelve would not be reportable.

A twelve year old making dinner for younger siblings raised more discussion, but all students decided not to report this. Many students said they would seek more information, including how often this occurs, and why. Was a mother working a shift that covered dinner hour, or was this due to parental substance abuse? Most students remembered babysitting for pay at this age, and felt that twelve was no longer questionable, unless the child was immature or mentally retarded. The scene shown would not have led to any CPS reports from either class, even though it might have resulted in additional data gathering.

The ninth scene showed a twelve year old girl acting seductive around her step-Dad. In the scene, he swats her rear playfully, and says "OK Cleopatra". Most students thought they would watch this couple more closely on many other occasions, but found nothing in the scene itself to report. This roleplay was given to demonstrate the challenge in jumping to conclusions, with a little training to back up the concerns. The college does not want to eliminate appropriate play and family touching in this region.

Finally, a mother yelling at her children and calling them foul names would have gained the attention of most students, but alone, this would not have been reported to CPS. It is difficult to establish emotional abuse, and observing one incident for a few minutes is not sufficient proof of abuse.

According to the criterion established for testing real life simulations, then, the courses were successful in producing correct identifications of reportable and non-reportable situations.

APPENDIX C

SYLLABUS / COURSE PLAN
FOR 1-CREDIT UNDERGRADUATE UNIT

Psy 333 - Educational Psychology
Summer 1992

Elizabeth Anderson, Instructor ________ Campus
Office Hours SS Hut, T Th ams 3 cr, T Th 12 - 3:20

Course Description: A general survey covering growth, learning, cognition, personality, and adjustment in the school setting. Understanding and utilizing the teaching-learning process leads to the development of an individual teaching model. Also presented will be the identification of physical, emotional, sexual, and substance abuse and the impact of abuse on the behavior of students.

Course Prerequisites: Psy 101, Psy 325

Books and Study Aids:

Required text: Biehler, R.F., & Snowman, J. (1990). Psychology Applied to Teaching. Boston: Houghton Mifflin.

Recommended supplement on child abuse: handouts distributed

Learning Guidelines: Students learn best through faithful class attendance. This will be a slightly nontraditional presentation of the material, and students are advised to remain current with lecture notes and supplemental materials (such as videos).

Tutoring is available through the Academic Skills Center or through the MECA project. Students may wish to use these free services to assist with term paper preparation or with word processing. The ASC is also available to help students form study groups if desired.

The teacher is available outside class to clarify anything presented in class. The teacher is not available outside class to present missed lectures. Students are responsible for catching up on anything missed. Exercises in the first week will assist students to form networks with other students. Sharing of notes is not mandatory, but a privilege. It is wise to have a class "buddy" to share notes with.

Plagiarism is a serious offense and may result in expulsion from the college. Students should be familiar with the guidelines in the APA manual or a similar source.

Student evaluation: The student will exhibit competence in the concepts presented. Knowledge is acquired and used at many levels. Memorization is one indication of some knowledge, but application and evaluation are also important levels to reach with any subject. Some of the tests and exercises permit the students opportunities to apply their ability in the subject area, and to critique the work of others.

Grades will be recorded approximately as follows:

2 tests on traditional ed psych material 1. Major theories in education psychology 2. Major techniques derived from ed psych theories	@15, 25	40 %
4 articles from current literature, InfoTrac or ERIC Collect and annotate for the course.	5, 10	15 %
Pretest and posttest in child abuse material		15 %
Participate in roleplays on child abuse		10 %
Major paper, or review selected videos		20 %

Please follow deadlines. You will find the pace of the course fast.

Grades will be awarded approximately as follows:

above 90% - A, 80 - 89% B, 70 - 79% C, 60 - 69% D, and below 60% a fail.

An A will only be awarded if all assignments have been done and all are excellent. A means consistently excellent. Missed assignments will lower a student grade one letter.

Course Objectives:

1. Gain familiarity with the major theoretists and theories of learning and teaching. Includes Piaget, Maslow, Freud, Kohlberg, Hunter, Erikson, and others. Cognitive, moral, psychosocial development. The research.

2. Gain familiarity with age-level characteristics of children in schools - preschool through high school. Physical, social, emotional, and cognitive characteristics, and lags and remediation. Alternate strategies for teaching those with abnormal development.

3. Gain familiarity with assessing pupil variability. Standardized tests, types and evaluation of the tests. Measuring intelligence. Limitations, legal challenges in testing.

4. Gain strategies for dealing with pupil variability. Historical development and current trends. Ability grouping, classification, PL 94-142, mental retardation. Learning disabilities. Emotionally disturbed. Gifted and talented. Bilingually and culturally diverse.

5. Become familiar with using objectives in teaching. Taxonomies, national assessment objectives. Evaluation of the effectiveness of objectives.

6. Become familiar with behavioral learning theories. Classical and operant conditioning. Educational applications. Social learning theory.

7. Look at information processing theory. Metacognition.

8. Look at the area of problem solving. Bruner. Meaningful learning.

9. Examine humanistic approaches to education. Maslow, Rogers.

10. Examine the nature of motivation. Ways in which teachers can establish positive classroom atmospheres.

11. Evaluating student performance. Measures of performance. Reducing subjectivity. Norm-referenced and criterion-referenced.

12. Examine the types and effects of child abuse and neglect. Implications for teachers. Classroom management of individual students.

13. Examine the effects of substance abuse of children on learning and motivation.

14. Learn to handle the role of court mandated reporter of abuse and neglect.

15. Learn desirable procedures in reporting child abuse and neglect. Who receives reports. School protocols. Role of school counselor.

16. Effects of reporting and of not reporting. Learn to identify symptoms of child abuse and neglect.

17. Learn to work with families and parents as needed in cases of abuse and neglect.

18. Learn to assist children from abusive or neglectful environments to maximize learning and motivation.

Course Schedule

June 16

PRETESTING ON CHILD ABUSE AND NEGLECT INTERVENTION

Introduction to the course. Three main topics:

1. Role of ed psych in the classroom. Research - the science of studying learning and teaching.

2. Stage theories of development. Erikson's psychosocial stages. Piaget's cognitive development. Kohlberg. Influence of Freud. What this means in the classroom.

3. Age-level characteristics. Preschool through high school.

Text chapters 1 - 3.

June 18

Two major topics:

1. Child abuse and neglect. Effects on children's learning. Case study of four or five "real" kids accomplished through a student panel from Tieton Middle School. Volunteers with parent permission. Panel includes learning disabled, MMR, traumatized, emotionally disturbed, B.D., substance abuse issues. Don't miss this class!!

2. Effects of counseling interventions with students who are experiencing difficulties with learning. Understanding personal boundaries in the professional setting. Intrusiveness, transgression of limits. Introduction to the concept of court mandated reporter.

Refer to handouts on child abuse and reporting.

June 23

Two major topics:

1. Assessing pupil variability. Standardized tests. Evaluating tests and interpreting scores. Measuring intelligence. IQ and newer measures. Legal challenges to testing.

2. Dealing with pupil variability. Your role as teacher. Ability grouping. Classification, PL 94-142. Mental retardation. Learning disabilities. Emotionally disturbed. Gifted and talented.

Text chapters 4 and 5.

June 25

Two major topics:

1. Disadvantaged students. Bilingual and culturally diverse. Helping kids overcome learning hurdles. Understanding the hurdles.

2. Objectives. What they are and how to use them. Taxonomies. National assessment objectives. Use of objectives, and evaluation of their effectiveness.

Text chapters 5 and 6.

June 30

Two major topics:

1. Behavioral learning theories. Classical and operant conditioning. Educational applications. Social learning theory.

2. Information processing theory. Origins, models, metacognition. strategic learning and teaching.

Text chapters 7 and 8.

July 2

Two major topics:

1. Cognitive learning theories and problem solving. Meaningful learning and problem solving.

2. Humanistic approaches to education. Maslow and Rogers. Applications to children in need of extra attention.

Also, learning research techniques:

3. Library work. Use of InfoTrac and ERIC. Databases. Research. Getting your four abstracts or references. Annotation.

Text chapters 9 and 10.

July 7

Two major topics:

1. Motivation. Behavioral view. Cognitive view. Humanistic view. How your theoretical framework affects YOUR view. Your theory of

motivation. Classroom atmosphere. Teacher controls.

2. Evaluating student performance. Measuring and evaluating learning. Types of measures. Reducing subjectivity. Norm-referenced and criterion-referenced evaluations.

Text chapters 11 and 12.

Final test on education psychology, in-class. Comprehensive.

July 9

More about child abuse and court mandated reporter. How abuse and neglect affect education. Interventions. How teachers can help. How teachers can hinder. Fostering the well child. Educating the total child. How to make a report of suspected abuse and neglect. Implications for reporting and not reporting. Hysterical reporting. What to avoid.

Role play by video. Testing on role plays.

Posttest on child abuse and neglect in ASC at your convenience.

July 14, 16, 21, 23

You have the option these four class days of either completing a ten page research paper on a topic of interest to you (prescreen topic with instructor), or view the preselected videos. A video guide will be distributed in class to assist you in making your decision.

Those who view the videos will be required to sign in attendance sheets for the portion of the grade. Those who opt to research a topic must declare this by July 9, and must hand in the paper by July 27.

Videos cover topics of interest on child abuse identification and reporting, learning theories, behavior management interventions, discipline problems, and theories of development or learning. Please consult your guide for the schedule. Students must sign attendance for all videos to receive points for this exercise in lieu of the paper.

Note - You are finished if you have:

1. Pretested in child abuse and neglect.

2. Written the first exam in the ASC based on study guide distributed in the first class.

3. Written the final exam in class as scheduled.

4. Completed the InfoTrac and/or ERIC search and found at least four relevant references on a topic of interest.

5. Posttested on child abuse - written portion in the ASC, and roleplays tested in the last class.

APPENDIX D

SYLLABUS / COURSE PLAN
FOR 2-CREDIT GRADUATE COURSE

CPsy 503 - Child Abuse
1992

Elizabeth Anderson, Instructor ________ Campus
Office Hours SS Hut, W Th pms or appt 2 cr, Weekend mod

Course Description:

The course focuses on child abuse, which involves defining abuse, partly in contrast to the proper "use" of children. Explores the family and its changing definitions, family dynamics (both healthy and unhealthy), abusive systems, and at-risk situations. Identification of abused children. Community resources and referrals.

Physical, emotional, and sexual abuse. Abuse occurring in public and institutional settings, as well as in the family context. The victim and the perpetrator - profiles and statistics.

Laws and safeguards. Court mandated reporter role. The role of CPS, other community resources, and accessing help. Treatment for abusive families and other perpetrators.

Course Prerequisites: Graduate standing. This is an elective.

Books and Study Aids:

1. Required text: Besharov, D. J. (1990). Recognizing Child Abuse - A Guide for the Concerned. New York: Free Press.

2. Each of the journal (and other) articles listed in the bibliography, prepared for this course, distributed as a packet to each student.

3. Students will also be given an opportunity to explore the ERIC system and other library databases available through Heritage College. Procedures for interlibrary loan requests will be explained.

Learning Guidelines:

This course involves some experience as well as content. Videos will be used to stimulate discussion, and present supplementary material. Course material is emotional. Expect to have your values challenged.

Students should be familiar with the guidelines in the APA manual or a similar source. Most published papers are submitted in APA format.

Simulation exercises

Students will participate in several simulation exercises that provide experience in values clarification, creative problem solving, group therapy, and concensus/groupthink. Child abuse is a value-loaded subject, and it is important to realize that our values are not always those of the majority, and even when they are, to identify the fine line of respecting minority rights while not condoning human wrongs. Team tasks will assist in experiencing the establishment of social mores. Multicultural perspectives are addressed throughout the course.

Student evaluation:

The student is asked to exhibit competence in content and skills. Competence in distinguishing between abusive and nonabusive situations will be developed and tested using roleplays and scenarios.

Academic competence (content) will be exhibited through tests.

Competence in finding, synthesizing and reporting on relevant material will be exhibited in writing a paper, and in an annotated bibliography on a subject of interest to the student. Students must annotate at least four current articles of interest.

Since it is also beneficial to learn to receive feedback on your work, students will present their findings to class members.

Grades will be recorded approximately as follows:

Pretest and posttest	20 %
Final exam	20 %
InfoTrac and ERIC searches and annotations	20 %
Roleplays and participation	10 %
* Major paper (instructor must approve topic)	30 %

*Major paper should be about 10 pages, double-spaced, on an approved topic. The literature made available to you is current and relevant to educators and counselors. Follow APA format as much as possible. Incomplete assignments will result in a lowered final grade.

Grades will be awarded approximately as follows:

90 to 100, A range (90 to 95 is an A-)
80 to 89% B range (84 to 86 is B)

Below 80 is essentially a failing grade in graduate school. A means consistently excellent: all assignments have been done; all are excellent. Missed assignments will lower student grades.

Course Objectives:

1. Gain familiarity with the major theoretists and theories of child abuse. Includes history and development of the subject. Includes the development of current laws.

2. Explore the literature on child abuse, and notice how it develops. How can you conduct research, and publish your findings?

3. Explore the tools of accessing research and material on any chosen subject. Use library databases to access current information.

4. Learn to construct annotated bibliography. How is annotation different from an abstract? Why annotate? Use of APA format.

5. Write a professional style paper on a topic of interest. Learn to write for an audience, and to use existing research and information.

6. Gain competence in identifying high risk situations. Factors that put children at risk. Symptoms in victims. Symptoms in perpetrators. Symptoms in systems.

7. Gain competence in reporting situations of abuse. Roleplays, rules, and how to use CPS. Who to report to and what to report. What kind of data to gather, and how to get results.

8. Gain understanding of the court mandated reported role. What are the liabilities? Who can sue you and when? What about false suits?

9. Become familiar with using objectives in dealing with abusive families. Family therapy as a modality with abusive systems.

10. Become familiar with social influence in the legal system. Ways in which our laws express the cultural views of society in time and place.

11. Recognize healthy family systems, and realize there is a wide band around normal. Learn not to act like the FBI with clients / families.

12. Look at the area of social problem solving. Stressful events and ways of coping. Social support. Healthy / unhealthy support systems.

13. Experience group process and creative problem solving (Osborne-Parnes methods). When the whole is really greater than the part.

14. Examine your own value system, and receive challenges on your values. How to deal with different values in other people. How to control your own emotions and focus on the task at hand.

15. Learn to be part of a team - at work, in society ...Learn to rely on a team in situations of abuse. You can't stop/fix it alone.

Course Schedule

First Friday, 5:30 - 9 pm

1. Introduction to the course. Expectations and guidelines. The syllabus. Student choices on paper or annotations.

2. Pretesting on child abuse and court mandated reporter. Includes going over the pretest, which introduces many concepts regarding the theories in child abuse, and common myths.

3. Weekend schedule and events. Plan Saturday lunch. Using lunch as a team builder. The ten C's of Teamwork (handout).

4. Introduction to the concept of teamwork in social work, and its significance to graduate students and graduated practitioners.

5. Introduction to the research on child abuse.

First Saturday, 9:30 - 5 pm

1. Child abuse content. Types of child abuse, the impact of child abuse on society, the response of society towards child abuse.

2. Family systems and child abuse. How systems set up to promote and maintain abusive situations. Family secrecy, threats, and childhood developmental stage of magical thinking. CMI parent abuse of children.

3. Effects of child abuse on child development - socially, emotionally, morally. Exploration of standard developmental models and identification of impacts on development. Case studies.

4. Instruction in the use of library databases, including InfoTrac and ERIC. Student access to the systems to assist with annotation exercise. Use of the library periodicals; finding information for annotations.

5. Lunch as a cooperative team-building effort.

6. Current literature on perpetrators. Types of perpetration and treatment for offenders. Child offenders, and how the treatment differs. Statistics on offenders and relation to previous victimization.

7. Values clarification exercise. Maria and the Alligator River. Group work and values challenges. Emotional thinking and creative problem solving. How to stay on task in spite of emotional thinking.

8. Recognizing emotional thinking among children. Identifying signs of child abuse. Implications of the symptoms - inability to focus on task, and the need for counseling assistance. Networking and community resources.

9. Part One of the Text - The Legal Framework surrounding child abuse.

10. Videos: Cipher in the Snow. Neglect and its impacts.

Innocent Addicts: In Utero abuse. Cocaine babies and convulsions.

What's wrong with my child? How foster care doesn't fix FAS abuse. How FAS children learn to express their anger for being born different.

Soft is the Heart of a Child. Abusive family system and secrets.

First Sunday, 9 - 1.

1. Group exercise showing The Color Purple. Analyzing how family systems develop, including family myths, and those associated with religion. Types of abuse, including infanticide. Value loading on calling infanticide abuse, moving on to in utero abuse, and challenging views on abortion. This is a value loading day. Please expect emotions and come prepared to examine your own views.

2. Other videos: Silent scream and Hard Truth (if we can stand both).

Second Friday, 5:30 - 9 pm

1. Part two of the text: Deciding to report.

2. CPS panel will assist us with the reporting process, and show how priorities are established. Why we sometimes feel like the call to CPS has no results. How the CPS persons feel about our views on this.

3. Positive and negative results of reporting child abuse.

Second Saturday, 9:30 - 5 pm

1. Part 3 of the text. The Reporting Process. Evidence and our responsibilities. Using the network. When your network fails.

2. Organizing roleplays for child abuse issues and discussion. Five

groups will present roleplays to the whole class, and will direct the discussions. What we should do, how to report what we just saw, and what happens when nothing happens. One group will act as CPS.

3. Child abuse prevention curriculum for children. DARE program, and curriculum for assertiveness training, and privacy training. Teaching children how to report their own abuse, and to understand normalcy!

4. Curriculum for use with parents. Several series will be presented, including teaching local parents (your parent network?) on recognizing signs of abuse in others, and in training abusive families to behave in acceptable ways.

5. Videos: Child Sexual Abuse - the Local Perspective.

Child Sexual Abuse Prevention.

Feeling Yes Feeling No. Prevention curriculum.

See Dick and Jane Lie Cheat and Steal.

Second Sunday, 9 am - 1 pm

1. Showing the pain and system of neglect. Parentified children and absent parents. Asks many questions about state responsibilities in dealing with neglectful parents. Parents' rights and children's rights. Difficulties in dealing with abuse.

2. The foster home. What do we expect from foster care? Does foster care or adoption mitigate against child abuse, or solve the problems? How about the abuse of foster care toward the children? What can be done to lessen the pain to children? What can teachers and counselors do in the schools?

3. Running support groups in the schools. How the students perceive them. How teachers perceive them. How counselors perceive them. How to support children and adolescents by running groups. How the groups work.

4. Videos: Children's support group tape. Emmy award to m-e.

In the Best Interests of the children. True story dramatized: Cally Kain in Iowa. Demonstrates foster care, CPS work and hurdles. Neglect and how it affects children. Self-concept. Parental issues.

APPENDIX E

BIBLIOGRAPHY (1992)
FOR 2 CR GRADUATE COURSE

CPSY 503 - Child Abuse Issues - 1992

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APPENDIX F

EXAMPLES OF OUTSTANDING STUDENT POSTTESTS

EXEMPLARY UNDERGRADUATE STUDENT POSTTEST

POSTTEST ON CHILD ABUSE AND NEGLECT IDENTIFICATION / REPORTING

SUMMER, 1992

1. Answer the following 20 questions with true or false:

T [✓ F] 1. Incestuous fathers and stepfathers do not usually abuse children outside their own homes.

[✓ T] F 2. Incestuous offenders who abuse children usually show less arousal to adults than normal sexually active adults.

[✓ T] F 3. Almost all states have a specific law that makes the failure to report suspected child abuse and neglect a crime.

[✓ T] F 4. A criminal prosecution is possible when a mandated reporter fails to report observations of the parents' abusive or neglectful behavior.

T [✓ F] 5. Physicians are the only professionals trained enough to diagnose and report physical and sexual abuse of children.

[✓ T] F 6. All states grant immunity from civil and criminal liability to persons who report.

[✓ T] F 7. Current laws encourage the overreporting of questionable situations.

[✓ T] F 8. A report should be made if a parent did something that was capable of causing serious injury, even if it did not.

[✓ T] F 9. Reasonable corporal punishment should not be reported.

[✓ T] F 10. Hitting a child on the head at any age is dangerous, and should be reported.

[✓ T] F 11. Children who have been seriously injured are in clear danger of further maltreatment, as are their siblings.

[✓ T] F 12. A legal mandate to report overrides any other law regarding confidentiality and privileged communication.

[✓ T] F 13. Your legal obligation toward abused children ends when you make a report.

[✓ T] F 14. Extremely retarded parents should be reported.

[✓ T] F 15. Parents who suffer from a severe mental illness are simply incapable of providing adequate care for their children.

[✓ T] F 16. Unexplained and chronic absences from school that suggest educational neglect should be reported.

[✓ T] F 17. Severe dirt and disorder in a home that suggests the general neglect of the child should be reported.

[✓ T] F 18. More children die from physical neglect than from abuse.

T [✓ F] 19. Teachers should use anatomically explicit dolls to gain information about sexual abuse of small children.

[✓ T] F 20. Threatened harm must be reported.

____
20/20 20 points

2. Why should teachers refer suspected cases of child abuse or neglect? Why mind someone's business? 5 points

- court mandated
- high level of contact with children
- student's learning can be affected 5/5

3. What happens if you report suspected abuse and there was no abuse - just an accident, or maybe the child lied? 5 points

- Nothing will happen to you for reporting, but it will at least be investigated. 5/5

4. What is the difference between abuse and neglect? 5 points

Abuse is intentional harm (commission) 5/5
Neglect is a failure to provide care (omission)

5. Briefly identify the functions of the following local agencies:

1) Catholic Family Services
   - takes medical coupons
   - nondenominational, basically secular
   - wide range of counseling services

2) Comprehensive Mental Health
   - has psychiatrist on staff
   - takes coupons
   - child intervention and counseling

3) ... Valley Farmworkers Medical Mental Health

- bilingual services
- takes coupons
- dental and medical, plus mental health services

4) APPP

- assists pregnant teens with options, family planning, and parenting skills

5) Birthright

- counseling
- legal advice
- abortion not an option

6) Children's Home Society

- voluntary child welfare agency
- provides support for children and families

7) CPS

- Child Protective Services
- handles reports of child abuse and neglect
- may conduct an investigation if warranted

8) Carondalet

- private, residential crisis and counseling center

9) The Place

- alternative school for children who cannot function in regular school settings (some adjudicated attendance)

10) Nak-Nu-We-Sha

- ______ Indian Nation child service agency, foster care, and Indian Child Welfare Act agent

____

15/15 points

6. What do we mean by family system? 5 points

It takes each and every family member to make up the system. If one member is affected in some way, it affects others as well.

5/5

7. List and briefly describe 3 major categories of abuse.
5 points

Physical - beating or other causes of physical harm

Emotional - verbal abuse, name calling, intense criticism

Sexual - Improper touching or intercourse between an adult and a child, or against a partner not of legal age, younger by two years, for statutory rape.

8. Can a teacher be sued for reporting abuse or neglect? If there was no abuse or neglect? How about if there was? 5 points

Teacher cannot be sued

9. Can a teacher be sued for not reporting abuse or neglect? Explain? 5 points

Yes, as a court mandated reporter, a teacher is under legal obligation to report suspected abuse (probable cause or reasonable cause to suspect).

10. Jody is living in a foster home. Why should you care?
5 points

Jody has had emotional trauma, which may effect behavior, grades, and ability to learn. Jody requires compassion from the teacher.

11. How often must schools hold inservice trainings on the identification and reporting of child abuse and neglect?
5 points

They are not required to at this point in time.

12. Do you need to be trained in child abuse and neglect reporting to be certified as a teacher in this state? Explain? 5 points

As of Aug 1, 1992, training in child abuse and neglect is required for certification.

13. Write short notes on "perpetrator". 5 points

- The person who committed the crime.
- likely was also a victim in the past.
- Needs counseling or incarceration. 5/5

14. The following 3 questions are to be answered with short notes:

1) A little girl stays after class crying. She does not want to go home. You are her spelling teacher. What's wrong at home?

I don't know! I can gently ask questions to get an idea.

2) You have sent Ira to the restroom on several occasions, but he won't go in. He has wet his pants many times, and you also suspect he fills them. Since he is 10, you are concerned if this is a health issue. You teach arithmetic. List 3 possible problems.

1. health problems
2. physical problems as a result of abuse
3. may have been abused in bathrooms
4. may be a bully in the bathroom

3) Mary sits too quietly in your class. She is not dressed nicely, and often has body odor. Other kids say she stinks and won't sit by her. She plays alone at recess, and does not bring lunch, even though she is not on the lunch program. What do you do?

Gently ask question to find possible reasons. Then, perhaps, have the school nurse talk to her. If answers to questions indicate neglect, I would report it.

_____ / 10 points 10/10

EXEMPLARY GRADUATE STUDENT POSTTEST ANSWERS

[✓ T] F 17. Severe dirt and disorder in a home that suggests the general neglect of the child should be reported.

[✓ T] F 18. More children die from physical neglect than from abuse.

T [✓ F] 19. Teachers should use anatomically explicit dolls to gain information about sexual abuse of small children.

[✓ T] F 20. Threatened harm must be reported.

20/20 points

2. Why should teachers refer suspected cases of child abuse or neglect? Why mind someone's business? 5 points

Teachers are trained. The law mandates reporting. Teachers are in a position of trust - if they do not report, who will? They are the major source of referrals made. For the sake of the physical and emotional welfare of the child, and the preservation of the family system, if possible.

3. What happens if you report suspected abuse and there was no abuse - just an accident, or maybe the child lied? 5 points

The presence of abuse is not my responsibility - my obligation is to report. I am protected (immunity). However, I want to be careful. The trauma of the CPS investigation can be very hard on a family, and children may be removed or the case may be dismissed. Awful stuff...

4. What is the difference between abuse and neglect? 5 points

Abuse is overt, action taken against the child - intentional harm (but does not indicate parent involvement).

Neglect is covert. Lack of affection, lack of concern, bonding. In many way, a greater form of abuse in that it is more likely to cause death through not meeting the needs of the child.

5. Briefly identify the functions of the following local agencies:

1) Catholic Family Services

Counseling for all aspects of family, from pre-school through the elderly, family therapy, etc. Fees according to income. Generic (not religion). Encompasses pregnancy, foster care, etc. Provided in home or office.

2) Comprehensive Mental Health

Deals with mental health - major evaluations (DSM - IIIR). Chemical dependency issues, detox. methadone clinic. Outpatient. Sliding fee. Serious stuff. Psychiatrist available.

3) ... Valley Farmworkers Medical Mental Health

Counseling - bilingual / treatment regardless of income. SCOPE. CHAPS specialized treatment foster care. 2 psychiatrists.

4) APPP

Adolescent Pregnancy and Parenting Program. Aids in networking for helping those who are having to bear and raise children.

5) Birthright

Encouraging term pregnancy - providing all sorts of services for the new parent, as well as pregnancy testing.

6) Children's Home Society

Providing services for those who do not have access to other services. To provide care for children. Healthy ways for families and children. Foster care. Parent aide program.

7) CPS

Child Protective Services. Respond to referrals of abuse and neglect. Their task is to check on cases reported and evaluate those cases to protect the child.

8) Carondalet

For children dealing with trauma. Inpatient and outpatient, longer term. medical evaluation.

9) The Place

Alternative school / at risk kids - for life skills and credit.

10) Nak-Nu-We-Sha

For children protected by the Indian Child Welfare Act. To provide appropriate Native American foster placements and other needs for the Native American population.

15/15 points

6. What do we mean by family system? 5 points

The roles of family members / particularly evident in the dysfunctional home (in any home: Mom, Dad, child). In the dysfunctional home the roles are rigid, just like the rules. There are secrets to hide, and much of the function of the family is based on anger and pain. Dependents and codependents. Roles like hero, scapegoat, lost child, and mascot.

7. List and briefly describe 3 major categories of abuse.
5 points

Physical - actual assaultive behavior, bruises, burns, etc.

Sexual - fondling, grooming, intercourse

Emotional - assault of the person's psyche 5/5

8. Can a teacher be sued for reporting abuse or neglect? If there was no abuse or neglect? How about if there was? 5 points

No. But if the improper channels are used, it might be a question (like talking to inappropriate people as opposed to CPS).
I am immune if I am professional.

9. Can a teacher be sued for not reporting abuse or neglect? Explain? 5 points

Yes, it is a clear case of reporting. "Remember, I told you". However, if it is vague and non-specific, no. I am still obligated but perhaps not sued.

10. Jody is living in a foster home. Why should you care?
5 points

I need to care because any child in foster care is in trauma. It is a very difficult time. My job is to make learning possible and successful.

5/5

11. How often must schools hold inservice trainings on the identification and reporting of child abuse and neglect?
5 points

Not obligated, but they should choose to do so. 5/5

12. Do you need to be trained in child abuse and neglect reporting to be certified as a teacher in this state? Explain? 5 points

Teachers as of Aug 31, 1992 / Counselors are not mandated, but how can I be effective without it?

13. Write short notes on "perpetrator". 5 points

Person inflicting abuse.
Any gender.
Any age.
Sick behavior.
Need help - must have help to move out of perpetrator role.

5/5

14. The following 3 questions are to be answered with short notes:

1) A little girl stays after class crying. She does not want to go home. You are her spelling teacher. What's wrong at home?

I do not know. It would be my job to find out more. Why the fear? Real or imagined? Is it a bully, the neighbor's dog, or a drunk mom, etc, etc.

2) You have sent Ira to the restroom on several occasions, but he won't go in. He has wet his pants many times, and you also suspect he fills them. Since he is 10, you are concerned if this is a health issue. You teach arithmetic. List 3 possible problems.

1. check physical reasons. Bowel issues. Medical exam.

2. school - is there a reason to stay out of the bathroom? fear of other children?

3. sexual - is there reason to believe that the physical is related to mishandling as well as bathroom issues of abuse?

3) Mary sits too quietly in your class. She is not dressed nicely, and often has body odor. Other kids say she stinks and won't sit by her. She plays alone at recess, and does not bring lunch, even though she is not on the lunch program. What do you do?

The friendship group and basic skills would be a good start. My goal is to aid in self-image, and it is important to deal with the physical and then the emotional. Contact with the home would further provide insight to the whys, and provide a better grasp on methods of change. Maybe put the student on a behavioral contract, and reward hygiene after teaching it. Provide shampoo and toothbrush, if needed. Make a game of it. Perhaps the home has no shower, or no running water. Maybe they can't afford soap, or don't model hygiene.

10/10 points

APPENDIX G

DETAILED DISCUSSION OF TEST QUESTIONS DIRECTED AT SPECIFIC PRACTICUM OBJECTIVES

Purpose of this Appendix

Both courses were taught with the practicum objectives in mind. Instructors wishing to duplicate this type of training might benefit from a detailed discussion of several of the test questions. Examples of answers, and of points that interested the classes, might benefit those considering teaching this type of course in the future.

Students learned to fulfill their roles as court mandated reporters of child abuse and neglect, and about symptoms that give cause for suspicion, with differential diagnosis, and procedures to filing official reports. Posttest scores were significantly different from the pretest scores, indicating satisfactory progress, in both courses. This also indicates that the content of the courses was at least sufficient to raise student awareness in targeted areas.

Course content is illustrated with answers from student tests.

Discussion Focused on Providing this Training for Educators

A major course objective was that students in teacher training and counseling programs would come to appreciate the importance of training school professionals in the symptoms and consequences of child abuse and neglect. Several questions on the pretest and posttest addressed this objective.

Question 2 of the test asked:

> 2. Why should teachers refer suspected cases of child abuse or neglect? Why mind someone else's business?

Undergraduate pretest answers tended to focus on the perceived teacher's role. A typical score on this pretest question was two or three out of five. The following answers give some indication of the level of student understanding before the training:

1. "The child may not know where to go for help."

2. "It is legally mandated that they report suspected abuse."

3. "It's the law."

4. "Teachers should care about the well-being of students in their classes."

5. "If you suspect something, worry. 9 out of 10 times you may be correct, and save a child from further damage."

Graduate pretest answers to this question focused more on the child:

1. "Teachers have direct contact with children on a daily basis, and if suspected abuse is occurring, it could result in death of the child."

2. "We might be the child's only advocate."

3. "The teacher is obligated to report to the school administration."

4. "It is better to err on the side of the child - making sure the child is safe."

5. "Teachers are under the law of parentis (sic) or something like that. Meaning in the care of and responsible for during school hours, there-fore (sic) they are doing what is in the best interest of the child."

This was one of the best answered questions on the pretest. Many pretest questions were left blank. After training, however, students were able to provide more detail in their answers, and were able to see the questions as more complex. Students were asked to give five reasons, to gain the five points, and they were trained with a long list of possibilities. Posttests generally scored five out of five on this question, with points drawn from the following list of possibilities:

1. Schools supply about 20% of all referrals to CPS, and are a significant source of all identifications.

2. School professionals are court mandated reporters.

3. School professionals and students spend many hours together, and there is an opportunity to become pretty well acquainted.

4. Educators are somewhat neutral observers, and may be able to make an objective assessment. They have no vested interest, other than in helping children.

5. There is a chance to prevent more abuse or neglect, which can be fatal.

6. Educators hold a trusted position, and often gain much trust from the children, who may than disclose.

7. There is also a chance to help the whole family, including the perpetrators of abuse and neglect.

8. The law of in loco parentis is in effect for professionals.

9. Who else should, if not educators?

10. Educators in this state will be trained, after August of 1992, making this an easier task, and making referrals more well-thought-out.

Posttests indicated that even those students who had provided some good answers on the pretest, learned more about the role during the training. Students who began with little knowledge of the many good reasons to report, gained even more.

Question 10 on the test offered a scenario:

10. Jody is living in a foster home. Why should you care?

The undergraduate students, who presumably had not taught yet, answered with more of an academic or education focus:

1. "It might be a benefit to understand some of her background for education purposes."

2. "Problems outside the class may or will surface in the classroom or school."

3. "There is a reason why she is there, and she may need special attention."

4. "Jody's condition may be currently negatively affecting her functioning and self-esteem."

5. "Because if you have problems with him, it will help to understand those problems."

Graduates answered a little more clinically, typified by:

1. "We're paying for it - more than just with money."

2. "More than likely, she has experienced some form of physical, sexual, or emotional abuse by adults."

3. "Jody's natural parents are not their (sic) and different family systems, cultural, etc can make the difference in the success of raising a child."

4. "Jody is still a human being, and the place that he lives has nothing to do with caring."

5. "She is a dependent of the state, so financially, the state has control."

After training, because students were told to assume that for every point in the score, they needed to suggest a reason, the responses were more thorough and varied. The question carried five points, and most students scored four or five by the posttest. After training, there was less difference between grads and undergrads, and typical answers included the following:

1. "No child lives in foster home unless they have been physically, sexually, or emotionally abused in the past. Jody needs caring and understanding, and help." Score: 4/5.

2. "She is likely to have been traumatized. She is likely to have learning disabilities. She is likely to need extra patience and understanding. She may need a modified curriculum environment. She might be in a poor foster care placement as well." Score: 5/5.

3. "As a teacher, you may see their grades drop - especially math and English. A child is never taken from their home without there being some serious issues going on. Her behavior will be effected by what she is going through at home." Score: 5/5

4. "Foster care is always traumatic to some extent. Removal from you own home to a different home, rules, and environment is hard. Also, trauma of some sort existed, leading to foster care, be it death, divorce, abuse and neglect, or mental health problems in the first place. All of this can make learning very difficult. Math skills and sometimes English skills go way down." Score: 5/5.

5. "Students in foster homes have gone through traumatic situations. A large percentage are emotionally disturbed. She may be going through separation anxieties. She would have several things

occupying her mind - school would probably not be a high priority. She's a human being who has suffered." Score: 5/5.

The answers after training showed a more circumspect view of the problem. Students gained a much deeper, and broader, understanding, of the complexities of the issues that might involve educators and counselors. The results after training were very encouraging. Students demonstrated an understanding of the ways in which trauma can impact on a child's education.

The school system exists to educate children, and events that interfere with the education of children, including neglect and abuse, fall within the responsibilities of the professionals in the schools. The boundaries of the role of the educator were implicit in many answers, and were explicit in the training. Teachers, especially, were encouraged to network to community professionals, and not to operate as private detectives or policemen. They were encouraged to network at least to their school counselors, and since the notion of employing school counselors in elementary schools is new in this state, it is worthwhile to train teachers and principals in the ways in which counselors can help teachers. The role of school professionals in identifying and reporting - not solving - potential problems, was emphasized, and posttests indicated that the college students gained the necessary insights.

Discussions about the Court-Mandated Reporter Role

Question 3 from the test asked for a demonstration of competence in this area:

2. What happens if you report abuse and there was no abuse - just

an accident, or maybe the child lied?

This question tested student understanding of court mandated reporter; the inner feelings that accompany suspecting child abuse or neglect, but not being sure; the reporter's understanding of why reports are, or are not made; and the confidence with which the reporter can identify the signs and symptoms that are worth reporting. In fact, children sometimes lie, and this is an issue that needs to be addressed by the court mandated reporter. A statement with no other signs or symptoms has a different value than a multitude of signs and symptoms, with an eventual disclosure. CPS rules indicate that a report is due when the professional has probable cause to suspect abuse or neglect.

The question also tests the reporter's moral issue about the possibility of a child lying. This question was answered very differently in both groups, before training, and after.

During training, students were taught to consider this question as multi-faceted. Many things actually happen when teachers report suspected cases, whether the reports lead to uncovering dangerous situations, or not. Most students in teacher training read this question and only considered their own perspective. Answers were typically egocentric - involving only what happened to the reporter. In fact, it is good for trainees to understand the chain reaction that begins to unfold after the report is filed. Understanding, well, all the consequences of reporting, should encourage more diligence among teachers prior to reporting, and should finally lead to more substantiable reports. Reporting leads to consequences for school professionals, the child in question, siblings, families, and even for CPS professionals. Many people in the community will be affected by each report, and some will "never be the same" afterwards.

Pretests completed by undergraduate education students indicated little understanding of the full impact of the report on the family, and no understanding of what happens next in the chain of events. Teachers need to be objective when reports are made, but it should also help, and not hinder, to consider the repercussions for the family when a report is made. The child for whom a report is filed, siblings, and even the parents may need emotional support after a CPS investigation is initiated. Understanding the nature of a CPS investigation should help to put the reporting process into perspective. Probable cause to suspect must be stressed.

CPS workers tend to feel overworked and underpaid, like many others in the social services, and the investigations are not always handled with the discretion and sensitivity due an unfounded allegation. A CPS investigation may traumatize the child, as well as the family. If there is reason to suspect that the child might need protection, this risk is worth taking, to prevent harm. However, teachers need to be aware that the power they have in making the reports must not be abused, or used frivolously. The point of training professionals is to help the system identify those in need. It should not result in teachers reporting children for toothaches and ripped pants, particularly not in a poverty area such as this one. From the position of school counselor, the author knows of this sort of reporting by school professionals who must surely just be undertrained.

Reporting needs to be culture fair.

The message to teachers, in asking them to think more deeply, is not to prevent any reporting, but to let them understand the position it puts homes and families in. Thinking more deeply before reporting should not prevent sensible reporting, but it really should prevent frivolous, or even malicious reporting. And teachers should also become aware of the repercussions for the child after a report is filed. The child might need a lot more support at school after that, or the child might disappear form the school, placed quickly into another district, and into another home. Sometimes, parents also move with great urgency after reports are filed.

Whenever a person experiences the opposite side of the story, greater understanding unfolds, and the need for those who make reports to do so circumspectly cannot be overemphasized. There are times that a little information is enough for professionals to make a report. In other cases, a professional begins to suspect, agonizes over the responsibility of the trusted position, and reports with caution and discretion. At very least, school professionals must not initiate the reporting process through conversations in the lunchroom.

From the undergraduate education pretests, typical answers were:

1. "The case is dismissed."

2. "If it is not done with malicious intent, but with good faith, you are generally immune from legal repercussions."

3. "Nothing happens to the reporter, and at least the matter was looked into just in case it was a case of abuse."

4. "Nothing. The file will be updated."

5. "You feel stupid!"

The graduate students gave mixed answers on pretests:

1. "You did what you though was right and will be protected."

2. "If you report it without having a reasonable cause that was based upon evidence, you could face a civil suit."

3. "Then the case is dropped."

Some graduates, however, considered the counseling-type issues:

4. "It could create more abuse in the home, or it could create mistrust between the parents and the school, or the child and the counselor."

5. "The truth should come out in the investigation, hopefully, but the relationship with those parents can be harmed."

Training emphasized several possible answers, and focused on the process, as well as on the implications for the family system and school-home relationships. With five points for the question, students were again encouraged to see at least five different aspects of the problem. Among potential answers were:

1. Court mandated reporters bear essentially no legal liability for making reports.

2. Unfounded reports constitute overreporting, and impact on the CPS system by overloading it. Since individual CPS workers are often overworked, this is detrimental to the functioning of the system.

3. Much harm can result for the family. Spouses can become suspicious of each other, parents can become angry with children, and children can become confused and scared. It is necessary for those who are considering reporting to be sure that they feel sure enough

about the case to risk the full consequences for the home.

4. Reporting can result in harm to the child, since parents who become overly stressed may react violently, and may blame the child.

5. In simplest terms, the answer is that CPS begins an investigation.

6. The report goes on file, and further reports may add to the weight given an individual report.

7. The case could be dismissed if it seems to be unfounded.

8. The relationship between the parent and the school will likely be affected, and this will likely be adversely.

9. After three years of maintaining a file, the case could be closed, and the file destroyed, if no further reports are made.

10. Much of what happens after a report is made depends on the individuals working with CPS. Ideally, this should not be considered, but it isn't an ideal world, and each CPS office has a culture.

Most of the students scored five out of five on this question on the posttest, by giving answers like those suggested above.

Discussion on Purposes and Function of Community Service Agencies

Very few of the students were able to identify the purposes or nature of the ten common community or social service agencies identified in the pretest. The list included CPS and Children's Home Society, and it was surprising that education and counseling students were so uninformed and un-networked within the local community. After training, every student could identify the service agencies and their purposes, and students gained insight on the need to network to community services, and the need to be aware of other resources when dealing with issues of child abuse and neglect, dysfunctional family systems, perpetrators, cultural issues, teen pregnancy, and related problems.

Ten commonly used community service agencies were listed on the pre- and posttest. Students were asked to identify the functions of the ten agencies listed, and to show an understanding of ways in which counselors, particularly school counselors, might use the agencies in networking for clients. This region is served by three large community mental health agencies, all of which were named. A Planned Parenthood funded adolescent crisis pregnancy center was named, as was Birthright, and students were asked to contrast their services for the specific needs of students or adolescents they might contact. A children's placement agency that deals with foster care and runs an alternative schools, and a public-run alternative school were named for students to identify. CPS was in the list, and a regional children's mental health institution was listed. Finally, the local Indian Child Welfare Act designated agency, entrusted with placing Native American children, was listed.

After training, students were expected to correctly identify the purposes and special functions of at least seven out of the ten agencies listed. These agencies serve as resources to the professional counselor, and part of the message in this exercise was that individual counselors are not expected to function alone with the client. Rather, effective and efficient counselors function as nodes, networking clients to existing community services. This enables counselors to work with many more clients, and saves the counselors' unique skills for cases that need them.

Many liability issues are also mitigated by networking. In a recent court case, a counselor who helped adolescents to acquire an abortion without parental consent was permanently dismissed. If the counselor had only suggested resources, but had not helped the adolescents toward the outcome they chose, the case might have been more favorable for the counselor. Too many school and mental health counselors believe they serve to solve the problems of the clients, when, in fact, they do best to help clients find the strength and power to solve not only the presenting problem, but subsequent problems. Networking is a critical skill in this context, and in order to perform wisely, a counselor needs to be quite familiar with major resources in the community. Believing in networking will suffice when the counselor does not know a particular resource, but suspects there may be one.

Scores for this section of the test, graded out of 15 points, ranged between one and 12 points for undergraduates, averaging 5.7 points. It is worth noting that points were awarded generously for the pretest answers. Graduates were able to perform at a higher level, with a range between five and 13 points, averaging 8.5 points. The superior performance of the graduates probably reflects their experience, generally, working in the region, and their interest in pursuing counseling training. Several actually worked within the agencies listed, and targeted the Master's degree to gain a better position in the agency.

Prior to training, answers from either group tended to be brief and lack detail. Some were actually comical, and demonstrated the need for this part of the training. Every undergraduate pretest was turned in with at least one blanks, or with at least three serious answers missing - some put anything onto the paper to give it a try. Most papers left seven or eight blanks, out of the ten agencies listed. Among those answers offered to prevent blanks were:

1. "help mothers", for several of the agencies listed,

2. "counseling", for several of the agencies listed, and

3. "an Indian assistance program", for the Indian Child Welfare Act designee.

The answers demonstrated a clear lack of networking skills, and a real need to understand the ways in which school professionals work on the team in society's institutions.

Graduates students had left from one to seven spaces blank in this question, with a mode of three blanks. Answers were of a much higher quality, with more detail, showing greater understanding. The graduates tended to miss the more specialized agencies, like the Indian Child Welfare Act designee. However, in this region, this is a very important networking resource, and professionals should also be aware of the Indian Child Welfare Act, because many of its mandates affect the child in school, or in terms of mental health. Among the answers that demonstrated that grads also needed this part of the training, were:

1. "Native American counseling", for the Indian Child Welfare Act agency.

2. "A place or agency for unwed mothers", for the public

alternative school.

3. "alcohol treatment", for the children's psychiatric facility. Professional counselors will be expected to provide much more networking than will teachers. If only one staff member in a school knows about the agencies that provide mental health and alternative schooling, pregnancy crisis help, and children's psychiatric hospitalization, it should certainly be the counselor. The graduates thus also demonstrated a need for more information, and a need for the attitude, for networking.

Undergraduate posttests demonstrated adoption of both the attitude and information provided in the training. No student left any blank without providing appropriate information on the posttest, and the range of scores, out of fifteen, was from eight (one only) to 15 (the mode). Two other tests that did not score a full 15 scored 13, a marked improvement in this section. Answers read more like:

1. for a community mental health agency: "counseling, psychiatric services, prevention and treatment of mental health problems, sliding fee scale, all services bilingual", which scored full points.

2. for the Indian Child Welfare designate: "Local Nation CPS-like agency, providing foster care, protective services. Children placed with Native American families, culturally sensitive."

3. for the public alternative high school: "Alternative school for kids at risk - pregnant teens, homeless, truant, problem children."

The average undergraduate score on this section, out of 15, on the posttest was 14.3. The objective, asking students to gain a better understanding of at least seven of ten mental health-related agencies, was not only met, but exceeded.

Graduate posttests also exceeded the criteria for success, as specified before the training. All 23 students scored 15 out of 15, and so the average of 15 exceeded the seven out of 10 targeted. Graduate answers showed their somewhat greater interest in the mental health field:

1. one large mental health agency: "chemical dependency treatment, psychiatric services, sliding fee scale, accept welfare coupons, methadone treatment program, in patient and out patient services, for children, men, and women."

2. Birthright: "Alternative to abortion, aid for distressed pregnancies, pregnancy testing, education, guidance, temporary shelter, run by volunteers."

3. the Indian Child Welfare Act designee: "Tribal children services that handle foster child placements, to insure that children are placed in Native American homes, to their own tribes first it at all possible. Networks with CPS to investigate and place children. Government funded."

The answers indicated the ability and interest in networking with community agencies, and students indicated their interest in finding out about other agencies on their own, once they understood the purpose of networking. Students were provided with brochures and tips for discovering sources of further information about the functions of local agencies and government branches.

Discussion Focused on Family Systems

Question No. 6 asked:

6. What do we mean by family system?

Understanding family systems helps the professional understand that dynamics between the child and new family come into play, and that the severely acting out foster child might be as upsetting to the foster home as the home is to the child. Siblings in the foster home might begin to exhibit some unusual behavior, often for attention, and the home may become stressed with the pain of the foster child.

Since children are only placed in foster homes if their original homes have been deemed unsafe, at least temporarily, the foster child probably comes to the new home with a syndrome of dysfunctional behaviors. Some children who enter foster care are in psychiatric care, and are already perpetrators toward other children, or are destructive to themselves. There are times that professionals may need to throw their support behind the foster home, and help the foster parents understand the incredible dynamics they might be experiencing. It may also be important to support an adoptive placement through the rough waters of the early transition. Both home and child will be adjusting. Understanding the dynamics is a great benefit to professionals in these fields.

This question also gave students an opportunity to consider what a family really means, in the 1990's. Students were challenged to define "family", and moved from a traditional definition of a mother and father with children, through the possibility of single parents with children, several parents communally raising children, grandparents raising children, extended family that shared children at times (more common among the Native American people in our area), and then to same sex parents who opted to raise children together as a family. The classes settled on the definition that a mixture of adult and child members who called themselves a family probably were. This was also important in defining family systems.

One third of the undergraduates left the question on family systems blank. Attempted answers are typified as follows:

1. "Family system is the family unit that occupies the home."

2. "How the family interacts."

3. "A system that has responsible and supportive caregivers."

4. "The make-up of the child's home. (Mother, and/or father, siblings, grandparents, uncles, aunts, etc.)".

5. "One or two parents and children. Whoever lives in the home."

These answers showed very little understanding of the dynamics, the ecological approach, or the impacts of the family on a child.

Only one graduate paper left this question blank, but the answers offered showed little more insight. This was interesting, since at the graduate level in counseling, students should have been trained in family systems. The following answers were typical:

1. "The various roles and life cycles on all members of the family unit."

2. "The manner in which a family operates to include its values."

3. "Is the way a family is organized. We look at its strengths

and dysfunctions."

4. "healthy caregivers."

5. How the family operates as a unit. A problem involves the whole family and treatment for all."

The few appropriate answers, considering the context of training on child abuse and neglect, came from mental health workers who were working on Masters degrees for promotions. It was quite surprising that better answers weren't given by the graduates, since for many in the class, this was their last course before graduation, and their next job would be in counseling or mental health.

Since many students come to school with issues from home fresh on their minds, blocking their learning, classroom teachers also need to be aware of famiy systmes. Teachers who could spot mascots or heros, scapegoats, or lost children in their classes might help them significantly.

After training, undergraduates produced much richer answers:

1. "The roles of family members, particularly evident in the dysfunctional home, where the roles are rigid just like the rules. There are secrets to hide, and much of the function of the family is based on anger and pain. Dependent versus codependent. Hero, scapegoat, lost child, and mascot for children's roles." This answer scored 5/5.

2. "We mean a unit of people that call themselves a family. They usually live together, financially support each other, share their lives together. This may be a married couple, mother and/or father and children (parents), grandparents and children, 2 adults,

could even be an adult and many pets. Often times the members take on roles of mascot, scapegoat, hero, or the lost child. A family has dependent and codependent members sometimes." This person missed some of the understanding of dynamics, but showed great improvement over the pretest.

3. "The system of roles and rules among those who identify themselves as family members,including traditional, single, or same sex parents. Includes niches that members occupy that may include hero, scapegoat, lost child, and mascot. Also, rules and guidelines that the family follows, and family theme or mechanics, whether suffering, anger, or pain." This answer identified the dynamics much more, in spite of calling them mechanics, but the interactions were better described, and the answer scored 5/5.

Graduates also exhibited much greater insight into the complexity of this question, and of its implications:

1. "The system of roles that the members who identify themselves as a family take on. Including traditional, single or same sex parents, including niches that member occupy, like hero, scapegoat, lost child, and mascot. Family systems can be functional, with a sense of humor and flexibility, or dysfunctional, with perfectionism and rigid roles and expectations, and secrets."

2. "Roles and niches members take on in families. Dealing with the entire family in counseling. Acting out child is the tip of the iceberg - just the identified patient, but maybe not the cause. Dominant theme is anger and pain. The way families interact and function. In counseling, deal with the dysfunctions."

3. "The system of roles that members who identify themselves as a family assume. In a healthy family, each individual role is portrayed with flexible interactions but understood boundaries. In the chemically dependent or chronically mentally ill family, there is a codependent family structure. The major coping skills are fear and denial. The roles include the hero child, scapegoat, lost child, and mascot. All roles mask pain and may be identification symptoms."

Discussion on Advocacy for Additional Training

Another type of question on the test led students to consider advocacy roles after the course, toward obtaining inservice training within their work settings. Since schools and districts have funds available for appropriate inservice trainings, it was hoped that preservice training would prepare the teachers, counselors, administrators, and others, as professionals, to access other professionals, and various free community resources for training.

Question 11 asked:

11. How often must schools hold inservice trainings on the identification and reporting of child abuse and neglect?

On pretests, students guessed that schools would be required to offer inservice trainings once a year, once every two or three years, or once every five years, for practicing teachers. In fact, no one guessed that ongoing training was not mandated. At this time, schools are not required by any law to hold any, let alone regular, inservice trainings on child abuse or neglect.

Question 12 asked further:

12. Do you need to be trained in child abuse and neglect

reporting to be certified as a teacher in this state? Explain?

At the time of training, it was not yet required that teachers study in this subject area prior to certification. It is still not required that school counselors study in this area for their certification, and it is not required of principals or of other mental health professionals yet. A full answer to the question of training for certification would have indicated that as of August 31, 1992, teachers would require child abuse and neglect training for initial certifications after this date. Teachers certified before this date were not mentioned in the new requirements.

Students also showed surprise at the new requirements, and had not heard about the changes prior to taking the course entitled "Education Psychology". Only a few knew they were going to study child abuse in Ed Psych, in spite of classroom advertising of this change during the previous semester, and some were a little concerned about studying less Ed Psych, while gaining the new requirements.

Posttests indicated that students had at least listened to the correct answers. A few students still thought schools were required to hold trainings every few years, but most had learned that there would be no requirements for ongoing inservicing on child abuse. This concerned many of the students, who felt that ongoing training would support them in their court mandated reporter roles. This led to stimulating discussions on advocacy, and the students vowed to advocate for regular trainings within their buildings or districts in the future. Students were amazed at how much they learned in the courses offered, and this made them somewhat fearful of the colleagues who would have been certified prior to the requirements for child abuse training. They began to realize that practicing professionals without this training might over-report, under-report, or know little or nothing about the process and the many ramifications of reporting.

Two administrators were trained in the material. When they realized how complicated the decisions about reporting were, and how uninformed the majority of the teachers were, they strongly vowed to use community resources, like CPS panels, at very least, to train their teachers in an ongoing commitment to the subject. If more administrators could carry this message to meetings with other administrators, the area could be impacted much more than directly by the courses offered. Asking teachers, administrators, and counselors to adopt an advocacy position now, as a preventive strategy, may keep the schools and districts out of court in the future. It should also continue to reduce the danger to children, of the abuse and neglect in their homes, and in their residential areas.

In the longer term, it should further reduce the effects of abuse and neglect, since trained teachers should be able to impart some preventive information to the children who are their students, and influence the children to consider these social problems, before simply adopting the same negative lifestyles that have been modeled for them. Since schools have been the primary single source of referrals to CPS, ongoing training should ensure that the reports made are reasonably founded, and that more professionals become more adept at identifying at risk children. It will take advocacy of the teachers, administrators, and counselors, to produce ongoing inservice programs, since there are no legal requirements for this inservicing.

Since even professional social workers, such as those in CPS, continue training in the subject area throughout their careers, school professionals who have accepted fifteen or thirty contact hours of instruction in the subject are well advised to see this training as an ongoing part of their professions. New forms of abuse appear, and new symptoms are noted. An example is ritual abuse, which is becoming more common in many areas served by this college at the present time. Professionals who had taken this type of training ten years ago probably would not have considered this type of problem. In another ten years, new problems are likely to emerge, and professionals simply need to be aware of the changing nature of the subject, and resources for ongoing training.

It was considered a compliment when students could see that the training they received in 15 or 30 contact hours was not all-encompassing, and that it was fine to leave with questions. Many students left promising to read further in this subject area. Those who realized that they had received minimal training for their court mandated roles were considered well-trained.

Discussion focused on Perpetrators

Question 13 asked:

13. Write short notes on "perpetrator".

One-third of the undergraduates left this question unanswered in the pretest. Typical undergraduate pretest answers were:

1. "The person(s) that initiate the abuse."
2. "A person who sexually abuses others."

3. "The person responsible for an action."

4. "Offender is another term."

5. "Instigator of the conflict in question."

Graduates did a little better on the pretest, leaving no blanks, but offering terse and incomplete answers. Since the question asked the student to write notes, plural, the answers were still surprisingly thin, demonstrated in the following:

1. "Individual accused of a crime."

2. "Offender, abuser, vs the victim."

3. "Is the male or female who violates the rights of another person."

4. "One who is the aggressor in a given situation, or starts or instigates action. Does not necessarily have a negative connotation."

5. "Abuser. The one who has failed to respect the rights and boundaries of a weaker and helpless person."

Given the incomplete nature of the answers offered on the pretests, posttest answers demonstrated that the students were able to broaden their understanding, and to acquire some compassion for the perpetrator. Since the objective was to move students to understand that children may love those who perpetrate against them, that family dynamics may be significant, and that perpetrators may have been victimized as children, so that treating children now might prevent perpetration later, the posttest answers were evidence that the objective had been met. Undergraduates gave answers like the following, on the posttest:

1. "The perpetrator committed a crime, and was most likely a

victim himself. He can get help through counseling, or other programs." Note the student identifies a gender for a perpetrator, which didn't quite meet all the objectives for this question.

2. "Remember, they were probably victims themselves. They need help and understanding." This answer is also incomplete, but much better than the pretest answers.

3. "The committer. Usually a prior victim. Needs help. With help, may be able to return to a productive role as a caregiver." This answer shows more compassion, but is still somewhat incomplete.

Graduates seemed to catch on more to the full range of possibilities for this question. Since the graduate course was double the contact time of the undergraduate course, the differences in these answers may reflect the advantages of longer training:

1. "The perpetrator is an individual identified as having committed some type of child abuse. This person may be of either gender, young or old. It is important to know that the person is unhealthy, and needs treatment."

2. "Perpetrator is the one inflicting the harm on another. It could be an adult, female or male, or a child. Perpetrator could be a sibling, parent, adult, or child." This answer is incomplete, but shows more understanding than prior to training.

3. "A perpetrator is the individual(s) that have committed child abuse, can be of either gender - father, mom, stepfather, etc - they can be young, old, rich, poor, and have no cultural or socioeconomic barriers. They are psychologically sick and need mental help. They lack boundaries, and will probably perpetrate on more than one victim.

They are likely to abuse again without help."

Discussion on Abnormal Behavior as a Possible Symptom

Students were to be able to understand abnormal behavior of children as possible symptoms of abuse and neglect, and were to learn strategies for coping with the abused or neglected child, and the aberrant behavior in these cases. Since not all aberrant behavior indicates abuse or neglect, and since false reports can harm families, even if they are proven false, students were asked to learn to distinguish between behaviors of common diseases and disorders, and those of environmental trauma. This is sometimes called differential diagnosis in mental health settings.

Students were also to learn to appreciate that effects of trauma are long lived, and that children may act out their traumas long after they have been stabilized in safe situations. The trauma that could be caused to families, when unfounded reports are filed, was to be appreciated. Finally, school professionals were to acquire skills in interviewing children and family members, without coloring facts or damaging the home or the cause, which is healing for all.

This content, and the appropriate skills, were taught using videos, the textbook, role plays, handouts, and anecdotes from the field. Students were advised that this was a very complex area, and that they might consider developing an interest in the area, and studying occasionally over the next many years of their professional careers. Students were certainly not expected to know all the symptoms and causes of major behavioral syndromes, and though they were introduced to the DSM III-R, they were not expected to leave the course fluent with it. However, students were expected to acknowledge that many behaviors have many causes, and that professionals in many fields are available for consultation, and for networking. Further, students were asked to consider inviting inservice training related to this objective to their schools, once they were professionals. Students were continually asked to consider how much influence they might have as professionals, and adopting a child advocacy role was strongly encouraged, with many examples, such as inservice planning.

Question 14 focused on three types of abnormal behaviors and asked about possible causes:

> 14 (1). A little girl stays after class crying. She does not want to go home. You are her spelling teacher. What's wrong at home?

The scenario asked what a spelling teacher should consider the problem. The question was asked because, after a short training, such as may be offered in inservice, or through a half-day professional program, many teachers begin to act like the FBI, finding abuse and neglect in every nook and cranny of the school building. The author, as a school counselor, has often been approached by teachers who are certain that a child with differential symptoms is being abused. Some children with differential symptoms are abused or neglected; however, many other syndromes, and many other problems, can mimic those given as possible signs of abuse and neglect. Teachers also tend to misunderstand the depth of poverty known among many people.

In this geographic area, poverty can be mistaken for abuse and neglect, and it is not against the law to be poor. CPS does not pick up children because they are being deprived financially. Children on the reservation may not have indoor plumbing, and may seem dirtier than children in other parts of town. Their clothing may have been used by many others before they wore it, and the homes often lack washers and dryers. Many children have no television, due to poverty, and many homes breed lice. Some children live in homes that are not warm, and in old mobile shells that may have holes or gaps, letting wind through. None of these conditions would result in CPS action in this geographic area.

It can be hard to convince teachers, who may come from better circumstances, about the vicious circle that many migrant farmworkers and Native Americans find difficult to break through. Some of these people are eventually referred to the college to help them find better opportunities. Many have no hope of success in college, being illiterate, and have little hope of better circumstances. Many schools offer breakfast and lunch programs, and many parents rely on these to feed their children. Deprivation by financial situation is not a CPS issue in this region.

The first issue raised in this scenario, then, is one of jumping to conclusions. The question may seem obvious to many, but those professionals who do not realize they must have probable cause for suspicion, many undertrained individuals tend to feel it is better to report suspicions, ideas, possibilities, and hostilities, than not to.

The court mandated reported needs to understand that while he or she is protected in good faith, with immunity, that any report, even a false report, may affect the family adversely, and the family really has no protection against false reporting. The balance is simply to be sure that any reports made are worth the possibilities that the family will undergo. For court mandated reporters to begin to report anything and everything, simply because they are protected, is not the intent behind the law in this matter. Immunity does not have to lead to irresponsible or over-reporting. Nor should the fact that the family will be adversely affected, at least for a time, prevent responsible reporting. But there is a balance, and a well-trained reporter should know what he or she is balancing. A professional who does not appreciate the hardship that a report may cause is not ready to report yet. This side of the role is too seldom exposed.

Another reason to practise asking a question like this is to alert the college students to the fact that many questions in life have no direct answers. Much of college seems to train experts, who are supposed to know many answers. Many college graduates are tempted to answer every question they are asked. It is good practice to hear this type of question, and to find out that the best answer is simply "I don't know." It is good for professionals to consider that many questions require a search for real or more data.

The "right" answer to the question, of course, is that the teacher does not know what is wrong at home. Perhaps there is a big dog on the way home, and the child can't avoid it. Perhaps the children next door are mean. Maybe the child has done something against the rules, whether at school this day, or at home, and is to be punished after school. Maybe a parent or sibling died recently, and home reminds the child of grieving. Or maybe, the child has been sexually abused or otherwise violated or neglected, by neighbors, or in the home. Before probable cause is determined, additional information must be gathered. This scenario was used to train teachers to sensitively interview children who seem to have stories to tell.

Pretest answers for this question were generally acceptable:

1. "You would obviously have to ask her, or refer to the counselor."

2. "It could be any number of things. Abuse could be a cause."

3. "Is this an every day occurrence, or is this the first time? She evidently has some stress at home, and is afraid she will be punished, etc."

4. "Ask her."

5. "Find out and use a school counselor to help. Ask other teachers."

Once again, however, posttest answers indicated a much wider range of possibilities. The training consistently encouraged students to widen the range of possibilities, and to network with other professionals. Posttest answers looked more like:

1. "At this point, it is unclear what is happening. I would take note, be aware of her behavior, and monitor her. Try to see if she is willing to talk about her crying, and consult with the school counselor."

2. "There is no real way to know what is wrong at home. We should not jump to conclusions but tuck the information away in case further observations are noted, to indicate any form of abuse."

3. "Maybe nothing. You don't have enough information to draw

any conclusions. You need to ask some open ended questions to try to draw out information to find out what's going on. Maybe her dog died that day, or she's cold and doesn't want to walk home. You just need to find out more."

4. "You need to find out. She may only be crying because she lost her coat. Open ended questioning and some warmth and affection should draw out some of the answers."

5. "As her teacher, I am unable to tell from the given information. There are a ton of things that could be wrong. Children can be troubled by any number of things and it is wrong for a teacher to assume the cause. The problem may not even be at home - it may be on the way home - on the bus, a bad day at school. The girl is the one one that knows, and she may not know."

Sudents recognized that the reasons that a child might cry about going home could be diverse, and that some might not be related to the home. This is an appropriate foundation to build upon, when training in child abuse. Once trainees are cautioned to consider many possible causes in a divergent thinking style, the possibility of abuse or neglect becomes one of the many ideas, and information gathering becomes the critical link. Teachers were strongly encouraged to network to counselors, and to seek consultation on this type of sensitive material. Knowing that the home will be disturbed by an investigation helps to keep the intent of reporting to CPS alive. Teachers who adopt FBI attitudes tend to turn off their parents, and lose cooperation that the children need to truly succeed.

The second part of question No. 14 asks about another type of abnormal behavior that school children may display:

> 14 (2). You have sent Ira to the restroom on several occasions, but he won't go in. He has wet his pants many times, and you also suspect he fills them. Since he is 10, you are concerned if this is a health issue. You teach arithmetic. List three possible problems.

Avoidance of restrooms is one possible symptom of abuse, which may have occurred in restrooms, even at home. Sexually abused children often report that a parent conducted the abuse in a locked restroom at home. Sexual abuse may physically damage children, so that they are unable to control their bodily functions. Any child who has been sexually abused needs a medical physical, but those who have not been identified may not have had one. A medical physical may yeild the first appropriate evidence of abuse.

However, some children avoid restrooms because a bully hides in the restrooms and flushes heads in the toilets, or because a toilet overflows and scares them. Some children who do not have indoor plumbing at home, actually do not like flushing toilets and are not certain of the rules in school bathrooms. Some children with special needs do not use the restroom consistently by age ten, and may need special programming, or social skills streaming, to help them in acquiring lifeskills. Differential diagnosis based on the individual is possible in this question. As with the other questions, the preferred approach in answering was a divergent brainstorming, followed by gathering more data, and testing reasonable hypotheses.

On the pretests, undergraduates suggested that Ira had:

1. "Physical problems, Abused child, Mentally retarded."

2. "Sexual abuse, hasn't been toilet trained, no bladder muscles."

3. "He is afraid to go into the bathroom, possibly has had bad experiences in such a place. He may have a physical / mental problem about elimination. He may be expecting someone to help him, or possibly punish him because of his problem."

4. "Physical problems, emotional problems, attempt to gain attention to problems."

5. "Neglect at home."

In spite of the many excellent answers, approximately half the pretests were left blank on this and similar questions. It seemed that pretested students could either relate to the problem, or not. Graduate students also gave excellent pretest answers:

1. "Attention, abuse, obstructed bowel or bladder problems."

2. "Possible physical / medical problems. Possible sexual abuse. Possible physical abuse."

3. "He needs to see a doctor, whether physical problems or physical abuse. He needs to see a counselor, for possible abuse or emotional illness."

4. "Beaten up in the bathroom, or threatened in the bathroom by other children, or abuse in bathrooms."

5. "Encopresis or enuresis. Sexual abuse occurred and he is fearful of places. He doesn't know what a bathroom is because he doesn't have one at home."

All of the graduate students attempted an answer, and in debriefing after the test, many indicated that they had dealt with this sort of problem in schools already. It seems that every school has at least one Ira every year. It was interesting that students noted the possibility of culture or deprivation, since many of our students have been born and raised on the reservation, or in migrant farmworker homes. It was also interesting to note that many of the professionals were aware of the possibilities of bullies in the school bathroom. Since fear of restrooms is a standard training symptom, it was good to see that the students thought of other responses.

After training, students who had initially left this answer blank were able to offer the following performances:

1. "A physical problem that makes him unable to know that he needs the bathroom. Sexual abuse that has happened in a bathroom, and causes him to be afraid of the bathroom for fear someone will be in there to abuse him. Other students are harassing him when he enters the bathroom, or abusing him physically in there."

2. "Check physical reasons - bowel issues, or medical exam required. School problems - is there a reason to stay out of the bathroom, like fear of others? Sexual - is there a reason to believe that the physical is related to mishandling as well as bathroom issues of abuse?"

3. "History of poor toilet training practices, and or trauma at home that has caused regression. A bully in the restroom. Physical problems, like bowel construction. Or sexual or physical abuse associated with the restroom. I would be concerned and find out immediately if there was a school problem, and even if it was at

home."

4. "Physical problems with bowels or kidneys. Abused child. Bangs or bullies in the bathroom. Fear not associated with abuse, like fear of being trapped in the room - maybe the locked cubicle."

5. "Child seeking attention or control through acting out and offending others. Child wanting to be sent home from school, perhaps indicating a poor home environment in spite of the apparent contradiction. Personal hygiene is not taught at home, or is not possible due to inadequate facilities. Abuse or neglect issues."

The brainstorming sessions in class about the questions helped all students assemble lists, and even by the posttest, several new answers were given. The questions seemed to interest the students, and many did some outside reading between the beginning and end of class, indicating that either the questions, the discussions, or the opportunity to consider this material for testing were motivating.

The third part of question No. 14 asked:

> 14 (3). Mary sits quietly in your class. She is not dressed nicely, and often has body odor. Other kids say she stinks and won't sit by her. She plays alone at recess, and does not bring lunch, even though she is not on the lunch program. What do you do?

Undergraduate students could generally relate to this question by remembering a peer in the junior high grades who fit this description. Graduates had interesting tales of dealing with Mary's in their school settings, and offered some terrific ideas to each other. Debriefing on the pretest proved a valuable exercise because of the sharing of information and solutions that different college students had tried over the years. Permitting discussion of the questions was at least as educational for the students as lecturing on the various issues would have been. Allowing mature students to give input proved very successful, and kept everyone's attention, since any student could have suggestions that others wanted to hear.

Pretests were generally answered sparingly, and with little imagination. Answers like the following were typical for undergraduates:

1. "Talk to the child, talk to the school counselor, and have the child participate in PE class, and shower with friends, with the teacher nearby."

2. "Try talking with Mary, and get to know her and her family."

3. "Get the school psych, and tell her these problems. Maybe have a home visitor go out and see the home to get an idea of the home life. Get more information from the child or from the home before you do anything."

4. "CPS call for neglect. Ask principal to home visit."

5. "Contact parents - if no response, report it."

Roughly one-third of the pretests left this question unanswered, often with a question mark in the blank provided.

The graduate students focused a little more on counseling issues, but indicated misconceptions about the role of CPS:

1. "CPS report for neglect. Address the child, build self-esteem."

2. "Report the concern to CPS. They visit the home."

3. "Abandonment - personal attention must be given to this child. Neglected personal issues are associated with being alone and withdrawn."

4. "Talk with her about the situation, have the counselor talk with her, talk to the administration about doing a home visit, follow up on the information received."

5. "Present options to parents in person. Make a home visit. Talk to counselor to make a visit."

Finally, one graduate student thought to check with the parents, to determine whether money was being sent with the student for lunch, but was being "lost" en route to school, whether on the bus, or elsewhere. It was interesting how many practicing professionals reported they would visit the home.

After brainstorming and debriefing on this question, answers gave more hope that the child would be helped whether the home could cooperate in a solution or not:

1. "Talk to Mary, get her lunch, suspect problems, look for other signs, report your suspicions, there may be another report on file."

2. "Talk to Mary about hygiene. Supply her with hygiene tools, like shampoo and soap. Give her an opportunity to clean up in school if necessary. Put her on a behavior modification program for personal caretaking. Hook her up with a support group. Also, get her on the lunch program by sending a form home, and call CPS."

3. "Explore with Mary the possibility of neglect or ignorance about personal hygiene. Interview Mary to find out more about home,

and discover if this has to do with home facilities and poverty. Offer help appropriate for in-school maintenance."

4. "Offer incentives in the form of small items related to grooming and appearance. When Mary keep the contract about washing her hair and brushing her teeth, etc, the teacher can reward her with agreed incentives. The teachers in the school can gather shampoo, combs, and toiletries that Mary needs. Involve Mary in a friendship group, and lead them on grooming topics. Do some teeth brushing and hair fixing at school, depending on age of the students. I've observed a group that makes a tremendous difference in the grooming and verbal communication of friendship in a group of girls."

5. "Mary, I feel, is an at risk child within the school. Her self-esteem is suffering and she may become further withdrawn. First of all, I would file a CPS report on neglect. I would check on other siblings in the district, to determine if it were an individual or family problem. Next, I would meet with the child and address hygiene issues. I would attempt to put child on contract and reward target behaviors with appropriate hygiene items. Clean hands might win fingernail polish; clean hair might win a new brush or barrettes. I may even shower the child at school. The child needs a support group of peers to address hygiene, self-esteem, and friendship issues."

During the class discussion on Mary, the idea of using contracts was introduced. About half the students picked up on the use of contracts for personal behavior, as well as for academic behavior. The use of rewards to reinforce desired behaviors began to come through, but it was surprising that more students did not use the idea of contracts or rewards in their answers. Students were encouraged to empower Mary to change her hygiene, regardless of her age. If Mary could enjoy the rewards of excellent personal hygiene, they might encourage her to continue in a program of daily grooming. Students were encouraged to help Mary discover why she didn't use better grooming techniques - whether facilities like a shower were missing, or whether soap or hairbrushes were not available. They were asked to help Mary discover ways to meet her needs, depending on the source of the problem. They were reminded that poverty is not illegal.

Students were also encouraged to connect impoverished parents with community services. Many parents do not know that their children could receive free lunch, and many cannot read the forms that are sent home. Children, in many monolingual, non-English-speaking homes, need to assume more of the responsibility for communicating between home and school. Even parents who speak English may not be able to write, or to fill out forms. In all cases, school professionals were encouraged to begin the information gathering process gently, and not to move too quickly to suspect abuse or neglect.

It was also pointed out that Mary might not be able to keep herself clean. Many children are not well coordinated, and spill at lunch, or trip and get dirty on the playground. Parents whose children spill a lot may be reluctant to dress these children in new clothing. It was surprising how many students declared they would report Mary to CPS before gathering more information.

This seemed to be an emotionally charged question, and it seemed to connect emotionally with many students. The emotion this raised provided an opportunity to view suspected "perpetrators", or abuse or neglect, in more human terms. Sometimes professionals expect to find hideous mean monsters at home raising these children, and home visitors meet depressed, impoverished, unemployed farmworkers, trying to make it through the off-season, ineligible for unemployment, since their employment was not recorded. Other times, home visits uncover disabled parents, perhaps unable to walk up stairs after a recent car accident. Sometimes, visits prove parental alcoholism or other substance abuse, and the resulting neglect. Some of these conditions are concerns for CPS, and some are not. Some homes could simply be better connected with community service agencies, and could obtain food stamps or cash subsidies.

Some of the homes in the service area of the college are occupied by illegal immigrants, who wish not to be reported. There are many reasons for poverty in this area, and there are many difficult decisions to make. Professionals have to be alert to the many possibilities, since much of the needed information may never be explicitly given. Interviewing is part of the intervention process.